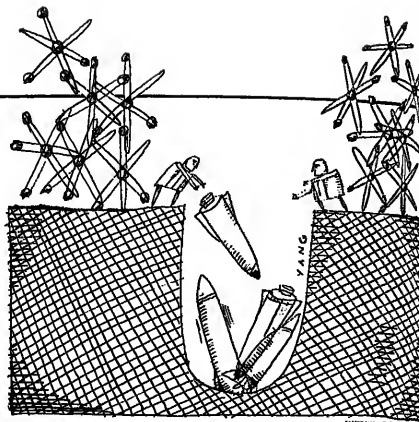


## Point of View

By John F. Ahern

## Scientists Must Help Deal With the Hazards of the Nuclear Era



IT IS RARE that multiple problems can be effectively addressed at the same time. However, when it comes to some of the most difficult questions that we face concerning nuclear weapons and the atomic-energy industry, four technical problems exist that U.S. scientists can and should address together: the cleanup of nuclear and other hazardous waste, the proliferation of nuclear weapons, the challenges posed by reduction of nuclear weapons in the United States and the former Soviet Union, and the public perception of science in general. The dramatic agreement announced last week by President Bush and Russian President Boris Yeltsin to reduce their stocks of multiple-warhead missiles makes these issues even more pressing.

Research scientists in the United States have tended to avoid these problems, because in the past they have been cloaked in secrecy. Further, solutions often would have required scientists to become directly involved in public controversy and to work with cumbersome federal and state bureaucracies. Now, however, the problems are relatively open and very serious.

How to dispose of nuclear and other hazardous waste in the United States poses severe problems. Milton Russell, a former director of policy for the U.S. Environmental Protection Agency and now a professor of economics at the University of Tennessee, recently estimated that expenditures for cleanup will amount to at least \$750-billion over the next 30 years and could amount to one trillion dollars.

The U.S. General Accounting Office, using information provided by the Department of Energy, has estimated that cleanup at facilities that formerly produced nuclear weapons will cost at least \$150-billion. To put \$150-billion in perspective, in 1987 the total amount spent on elementary and secondary education by all state and local governments in the United States was \$157-billion.

But the cost of cleanup may be the least of our problems. Mr. Russell has said: "No one really knows how to do it with today's technology." For example, our measuring techniques are not readily able to measure the extent of contamination, so we are unsure what is there and how much. Second, the technology to remove widely dispersed material is often little better than digging it all up. Third, once the waste is removed from the contaminated region, few, if any, technologies are generally accepted for destruction of the contaminated material. Further, how clean must the decontaminated area be?

The United States is not the only country facing these problems. At a meeting of U.S. and Russian nuclear and legislative experts in Moscow last December, members of the Russian legislature's Committee for Ecology and Rational Uses of Natural Resources said they despaired of solving the enormous cleanup challenges facing their nuclear-weapons facilities.

Beyond the cleanup of wastes loom the second and third problems—the threat of nuclear proliferation as more nations develop nuclear capabilities and the prob-

lems created as the United States and the former Soviet Union reduce their stocks of nuclear weapons. The well-publicized reduction in intermediate-range nuclear missiles by the U.S. and U.S.S.R. in the Intermediate-Range Nuclear Forces Treaty of 1987 meant just that: the destruction of missiles. The warheads of these missiles carried still exist. The agreement just announced by President Bush and President Yeltsin would make deep cuts in the very large missiles and multiple warheads owned by both sides, reducing the threat of nuclear war but compounding the problem of dealing with the leftover nuclear material they contain.

The chief materials used in nuclear weapons are highly enriched uranium and plutonium. They share several important characteristics: They are difficult to produce, are extremely efficient in sustaining a nuclear-fission chain reaction, have an extremely long life, and can be used again and again in nuclear weapons. Wolf Haefele, director general of the Nuclear Research Center of Jülich, Germany, has estimated that both the United States and the former Soviet Union have about 100 tons of plutonium and 500 tons of enriched uranium in military stockpiles. As a result, the world faces perhaps the greatest threat of nuclear proliferation since the development of nuclear weapons.

Although the superpowers had nuclear weapons, the U.S. and the U.S.S.R. worked competitively to prevent the spread of nuclear weapons and the knowledge of how to build them. While a few countries—India, China, perhaps Israel—did develop the capability to produce nuclear weapons and many other countries have tried, the genie was kept in the bottle. However, if weapons material becomes easily available, proliferation of weapons will be inevitable. The threat is particularly acute as the breakup of the former Soviet Union continues. The once-tight control over former Soviet weapons material is loosening. Just one of many effects of the deterioration of government organizations. If terrorists or other countries can acquire the basic building blocks of nuclear weapons, the disarmament of the former superpowers may be irrelevant.

The United States and the former Soviet Union have begun reducing their weaponry and military forces, but consider how much the United States might have to invest in armaments and manpower if nuclear weapons suddenly appeared in Libya or Iran, or in the hands of the world's terrorist organizations. A television ad for the care of automobile engines includes the line: "Pay me now or pay me later." Surely, paying now to prevent proliferation would be far cheaper.

Clearly, whether we are trying to clean up nuclear waste or to reduce our nuclear weapons without risking further proliferation, we need to find some viable alternatives to merely storing nuclear material.

Our best option is finding a way to burn or otherwise use up the nuclear material. For example, plutonium can be mixed with uranium to produce mixed-oxide fuel for nuclear-power plants. Such fuel has even been used successfully on a test basis in several commercial

nuclear plants in the United States. Although technology exists for using this mixed-oxide fuel, political support must be generated before companies will be willing to make it and utilities will agree to use it.

We have the manpower to work out the details of cleaning up waste and weapons materials, if only the scientific community will focus on the task. Both the United States and the former Soviet Union have thousands of nuclear scientists. In the United States, major laboratories working on nuclear weapons are Los Alamos National Laboratory, the Lawrence Livermore National Laboratory, and the Sandia National Laboratory. All three have been trying to develop ways to industry to engage in "technology transfer." He believes the link could be strong and rapidly developed were the folks to help industries develop methods for cleaning up nuclear and hazardous wastes and for using weapons-grade materials in commercial settings.

Although the United States already has begun developing projects for the thousands of scientists in the former Soviet Union now out of work or soon to be. We should mobilize these scientists in the United States and in the former Soviet Union to address the technical challenges of designing nuclear weapons and storing nuclear waste.

Paul Foster, professor of business administration at St. Joseph's University, recently recommended supporting national laboratories and defense suppliers at least a year as they develop transitional nuclear technologies for the commercial market. A similar approach could be taken in the former Soviet Union. Many technical challenges could be addressed, including finding new methods of consuming enriched uranium and plutonium, of destroying the long-lived products of nuclear fission, and of removing hazardous wastes from nuclear sites.

The problem of the public perception of science could be addressed at the same time scientists devoted themselves to finding better ways to handle nuclear material. Given that events over the past year have raised concerns in the public's mind about the social consciousness of scientists, they now should be trying to restore their credibility and prestige. Sissela Bok, professor of philosophy at Brandeis University, recently suggested that researchers should ask themselves: "What are the responsibilities of science for where the world is going?"

What better way to restore our credibility than to take responsibility for dealing with the hazards of nuclear weapons and the cleanup of nuclear waste?

John F. Ahern is executive director of Sigma Xi, the Scientific Research Society, in Research Triangle Park, N.C., and adjunct scholar at Resources for the Future, an economic-research institution in Washington. He formerly served as chairman of the U.S. Nuclear Regulatory Commission and the Secretary of Energy's Advisory Committee on Nuclear Facility Safety.

## THE CHRONICLE

of Higher Education.

July 1, 1992 • \$2.75  
Volume XXVIII, Number 43Quote,  
Unquote

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"This turns most of the campus codes into hamburger."  
A lawyer, on the Supreme Court's "hate speech" ruling: A19

"Let there be no mistake about our belief that burning a cross in someone's front yard is reprehensible. But St. Paul has sufficient means at its disposal to prevent such behavior without adding the First Amendment to the fire."  
Justice Antonin Scalia: A19

"Despite their minimal training in grammar and the usage and history of language, most English teachers wurm to the task of serving as language police."  
A professor of English, on academe's insistence on "proper English": B3

"The United States has been the world leader in this field since the Second World War. For Congress to attempt willfully kill the field is a national disaster."  
A dean of science, on the House vote to kill the Superconducting Supercollider: A22

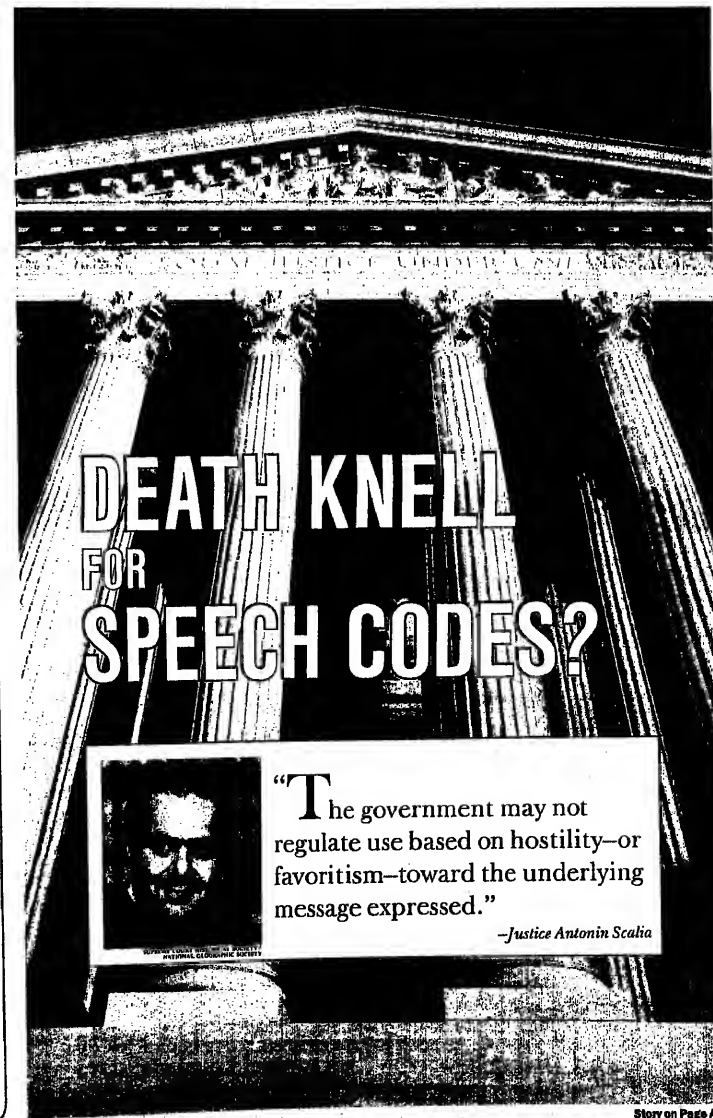
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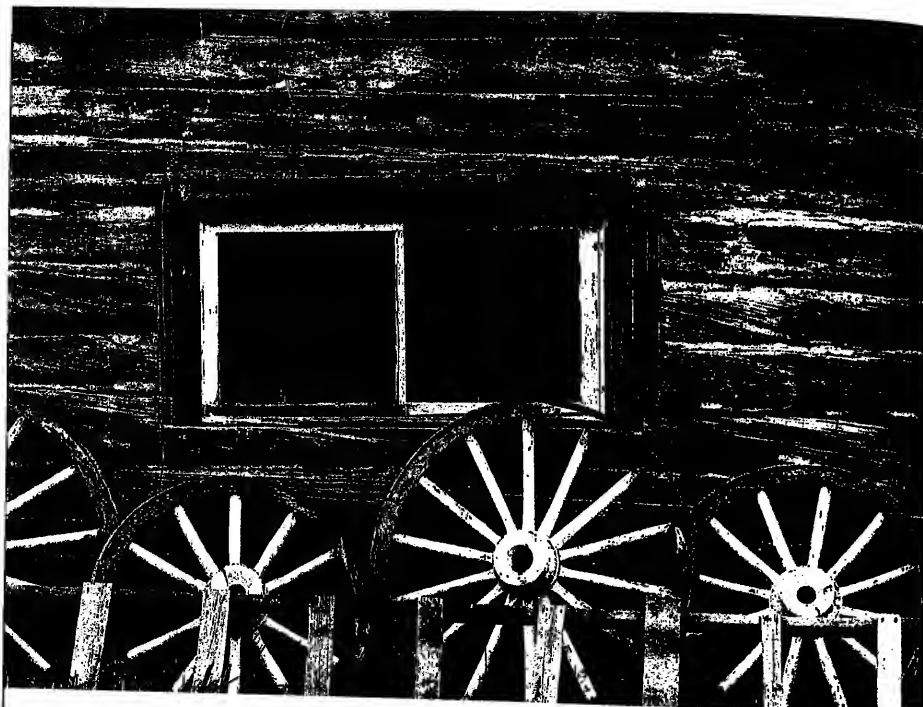
"The way engineering is practiced has changed dramatically over the years, and we in education need to catch up."

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July 1, 1992

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#### ENROLLMENT GAP FOR SOUTH AFRICA'S BLACKS

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U.S. colleges are troubled by a bill in Congress that would tax all of the foreigners' income for study in this country, rather than American funds alone: A35

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#### ARCTIC STUDIES AT BOWDOIN

A wide-ranging assortment of oddities and treasures make up the college's Arctic collection: B4

#### AN AMERICAN CUBIST

An exhibition of more than 60 paintings and drawings by Max Weber opens in Washington: B40

### Graphic Arts

## MARGINALIA

From a report on research at the State University of New York at Binghamton:

"As for Faculty Research Support Grants Program, I have to suggest—only praise. I feel an enormous debt to the Research and Sponsored Programs Office. In my experience, it has been an oasis of efficiency in the busy bureaucratic sea."

Where nomad is an island.

From *The College World*, the student paper at Adrian College:

"Into the Streets, a national outreach, recruitment, and education program, has taken Adrian College by storm. We only expected about 100 students to participate," says Sean Monahan, the coordinator for volunteer services. "We will probably have between 100-200 students in the program."

"The concept of Into the Streets, according to Monahan, is to immobilize as many students as possible for a day of community service in hopes that students will commit to further community service on their own, in the future."

It's worth a try.

News from Lyndon State College:

FOR IMMEDIATE RELEASE

CAMPUS AMBLES ACROSS

MOOSE IN VERMONT

"Philly and staff members of Lyndon State College, located in Vermont's 'Northeast Kingdom,' greeted a four-legged visitor to their campus on Friday afternoon."

"A full-grown cow moose, standing almost six feet tall, ambled across the lawn in front of the campus' administration building at 1:45 p.m., paused on the soccer field and then darted up the hill into the woods surrounding the campus. Witnesses estimate the moose remained on the campus for about five minutes before making her hasty retreat."

"Perhaps she felt behooved to better herself," explained Dr. Peggy R. Williams, president of the college. "She probably heard that we offer a number of interesting fields that she can study."

From *Philanthropic Digest*:

"Iowa State University's largest capital campaign effort, 'Partnership for Prominence,' has surpassed the \$100 million in its drive to raise \$150 million."

Congratulatory! A journey of a thousand miles begins with a single step.

Headline in the Durham (N.C.) *Herald-Sun*:

U.S. TEACHERS LOOKING TWICE

AT ANNUAL SCIENCE SCORES

And three times at the spelling scores, we hope.

—C.O.

## In Brief

## Officials clear dean of alcohol charges

MORAGA, CAL.—The Contra Costa District Attorney has dropped charges against the dean of student affairs at Saint Mary's College of California, who the police said had allowed under-age students to drink beer at a campus picnic. The dean, Ronald Travenick, was charged on grounds that he was the supervisor of the event. The District Attorney decided that the picnic was a private party organized by student groups and that the dean should not be held responsible.

## Student falls burglar at fraternity house

OS MOINES—A Drake University fraternity member foiled a would-be burglar at the Sigma Alpha Epsilon house last week.

Rick Hoxley, who will be a junior this fall, saw a man climbing down the outside stairs from the second floor with a videocassette recorder. Other fraternity members helped Mr. Hoxley chase, catch, and restrain the thief. Mr. Hoxley then sat on him until police arrived a few minutes later.

Police arrested John Westly Sykes and charged him with second-degree theft and violation of parole.



BOB OUTLAW

## Calf roping and bull riding at the college rodeo finals

BOZEMAN, MONT.—Three hundred cowboys and cowgirls competed in calf roping, bull riding, goat tying, barrel racing, bareback riding, saddle-bronze riding, and team roping.

Walla Walla Community College shipped the women's team

from the University of Wyoming, a two-time defender. Southwest Oklahoma State University ousted the men's two-time defending champion, Montana State University, to secure the men's title.



DITH FROM THE NEW YORK TIMES

## President of CUNY's City College will resign

NEW YORK—After a year filled with controversy, the president of City College of the City University of New York will resign, effective August 31.

The resignation of Bernard W. Harleston, who has been president of the college for 11 years, was announced after a Board of Trustees meeting last week. Both Mr. Harleston and C. Ann Reynolds (above), chancellor of CUNY,

told reporters he was leaving voluntarily. In the past year, City College has been rocked by the deaths of nine people before a concert held on the campus and by an uproar over racially charged remarks made by two of its professors.

Augusta Souza Kapner, president of the Borough of Manhattan Community College, will serve as acting president of City College.

## Louisiana State U. bans anti-abortion rally

BATON ROUGE, LA.—A student group says that by refusing to allow an anti-abortion rally in a campus theater, Louisiana State University has discriminated against organizations that oppose abortion.

University officials deny the charge. They say that Operation Rescue, a national anti-abortion group, was the rally's real sponsor. Outside groups can use campus facilities only if the event is co-sponsored by a student group.

Garry Ballard, a spokesman for Louisiana State, said Operation Rescue had approached the university about using its facilities. He said the request had been denied because the campus owns Students for Life, did not plan a rally and would play only a non-alternative role in the event.

Doyd Gonzalez, president of Students for Life, says the group has no ties to Operation Rescue and should be allowed to use the theater.

## Student pleads guilty to setting campus fires

MINNETONKA, MINN.—A Minnetonka State University student charged with setting a string of fires at the university has pleaded guilty to 11 arson cases.

The student, Mitchell Lang, is said to suffer from schizophrenia and is likely to serve no jail time under a plea agreement reached last week in Bluff Earth County District Court.

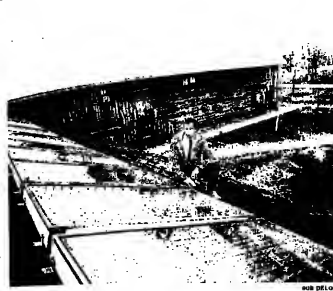
Mr. Lang was a senior when he was arrested in April in connection with fires that struck the university from June 1991 to last January. No one was injured, but damage from the evening blazes is estimated to be as much as \$680,000.

Mr. Lang testified that he had started the fires because of increasing anger against a philosophy professor, who had filed Mr. Lang on a list. The student is to be sentenced in August.

## Corrections

An item about a trademark dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

Because of incorrect information from the National Aeronautics and Space Administration, a list of Congressional earmarks (*The Chronicle*, April 15) wrongly identified a \$2-million appropriation from NASA as a project at Wheeling Jesuit College. The project, called ADAMT, is conducted by a company in West Virginia.



BOB DELMONTE

## College uses panels discarded by White House

UNITY, ME.—Solar panels that once heated water for the White House now serve the cafeteria of Unity College.

Peter Marbach, development officer at the college, rescued 32 solar panels that had sat in a Virginia warehouse since they were removed from the White House seven years ago. Mr. Marbach tore out the seams of a run-down bus and drove to pick up the

4,000 pounds of alternative-energy equipment after he saw a picture of the panels in a magazine. Unity has put half of the panels on the roof of its cafeteria (above), and plans to install the rest there this summer. Mr. Marbach says the panels are appropriate for the college because it is known for its programs in environmental sciences and natural resources management.



N.C. State U. receives

top award for arboretum

RALEIGH, N.C.—The eight-acre arboretum at North Carolina State University has won the 1992 award for the nation's best public garden.

The American Association of Botanical Gardens and Arboreta recognized the school's programs in botanical education, plant introduction, and research as models for public gardens.

The arboretum, which was started in 1976, contains 6,000 varieties of plants from 42 countries. It houses internationally renowned collections of juniper, ground cover and redbuds, 450 kinds of daffodils, and several rare and antique plants.

The tract also features a Japanese garden, a white garden, and a 300-foot-long perennial border. One of the focal points of the white garden is a gazebo (above) surrounded by pansies, foxglove, and anemones.

## Paper on feminism leads to dismissals

DALLAS—A dean and a faculty member at Dallas Christian University were dismissed after the dean refused to investigate the faculty member, who was embroiled in a cultic dispute over feminism.

The dispute began when David Ayers, assistant professor of sociology, delivered a paper criticizing the feminist movement. An assistant professor of English, Deborah McCallister, later unseated his scholarship in a paper delivered at a faculty lunch.

Mr. Ayers distributed copies of both papers to his students and at one point flicked Ms. McCallister's paper to the "razor-sharp sword of the assassin."

The administration formed a committee to investigate Mr. Ayers's conduct. John D. Jeffrey, dean of the School of Humanities and Social Sciences, protested, saying Mr. Ayers's actions were protected by academic-freedom guidelines. The administration then asked him to consult the investigation, but he refused.

Both Mr. Ayers and Mr. Jeffrey were then told their one-year contracts would not be renewed. Says Edward H. Pauley, vice-president for academic affairs, "When a dean is asked to do something we feel is reasonable in this case, to ask some questions—and he refuses, we're left with a problem."

Mr. Ayers' contract was ended because he also refused to cooperate, Mr. Pauley added. Mr. Ayers says he believes he was punished for his "politically incorrect" views on feminism.

## PORTRAIT

## A Quest for the Healing Roots of Medicine

By DAVID L. WHEELER

ARTHUSA, N.D.—A long, white, freshly washed limousine is parked outside C. Everett Koop's town house on a Monday morning, ready to give him a ride to a lecture.

To Dr. Koop, the limousine is not a symbol of his importance but a chance to illustrate what is wrong with American health care.

"In parts of the country today," he says, "we have ophthalmologists sending for their elderly patients in limos like the one waiting out there for me and arranging for robes to be delivered to those patients. It's unbelievable."

Health care, Dr. Koop says, too often enters exclusively to the well insured and the wealthy.

## Speaking His Mind

As a professor of surgery at the University of Pennsylvania and a surgeon at Children's Hospital of Philadelphia for 42 years, Dr. Koop helped to create the field of pediatric surgery by convincing other physicians that operating on children was different from operating on adults. As President Reagan's Surgeon General, he was regularly caught in the crossfire between liberals and conservatives on health issues ranging from abortion to AIDS, but he left with the admiration of many on both sides for speaking his mind.

Since leaving the Surgeon General's office in 1989, Dr. Koop has helped create five one-hour television specials on health-care reform, has written his memoirs, and has owned the lecture circuit. Now, at 75, Dr. Koop is beginning what he calls his final career.

Using Dartmouth College's medical school as his headquarters, Dr. Koop hopes to help reform American medicine to its roots as a healing profession. In May, the college established the C. Everett Koop Institute, and from that base, Dr. Koop hopes to reform American health care. He will begin with Dartmouth's 319 medical-school students.

The medical school's dean, Andrew G. Wallace, says the institute will be more of a philosophy than a building. "You may not be able to find it, but we hope it will permeate everything we do."

Dr. Koop, settled into a couch at his home here with a cup of decaffeinated coffee in hand, talks about his plans. He wants to see medical education built on three pillars: research on the best ways of treating patients, disease prevention, and ethics. "I think that one of the profound truths that I have come to believe in the last few years," he says, "is that the profession of public health each have to make a major confession."

Those who are trying to educate the public about disease prevention, he says, need to change that. "When a dean is asked to do something we feel is reasonable in this case, to ask some questions—and he refuses, we're left with a problem."

Mr. Ayers' contract was ended because he also refused to cooperate, Mr. Pauley added. Mr. Ayers says he believes he was punished for his "politically incorrect" views on feminism.



NORTH BUREAU FILE / COURTESY OF PRESIDENTIAL PHOTOGRAPHY

C. Everett Koop: "The profession of medicine and the profession of public health each have to make a major confession."

"We do an awful lot of things because we've always done them that way."

If the practice of medicine is to improve, he says, physicians need to learn from "outcomes research."

Outcomes research originated in the discovery of startling variations from one geographic area to another, in the rates at which various surgical procedures are performed. In one Vermont town, for example, only 7 percent of the children under age 14 had their tonsils removed, while in another town not far away, 70 percent of the children had had the operation.

As more research confirmed such variations, outcomes research was developed to compare the results of various treatments—including, in many circumstances, the effect of no treatment at all.

## 'Social Consultants'

Dr. Koop says medical schools should teach medical students what works, what doesn't, and what is unknown. "If the patient has all of the risks laid out, as well as all of the benefits," Dr. Koop says, "very well-controlled studies have shown the patient tends to choose low-tech, low-cost treatments and is satisfied with the result, no matter what it is, because he chose it."

Dr. Koop would also like to see each medical student at Dartmouth become a "social consultant" to a family in distress. Dr. Koop and his associates have begun searching for such families in the towns surrounding Dartmouth.

"I'm not asking people to sign on to something just to be in compliance," he says. "I am asking them to get the vision I have and join me in working out that vision."

er of 30 who is mixed with a child who has cystic fibrosis and is now pregnant again," he says. "She's too young for Medicare and she's too rich for Medicaid but she doesn't have enough money to buy what she needs."

Focus on National Issues Although many of his efforts will be focused on Dartmouth, Dr. Koop wants to use symposiums to discuss national issues, such as the debts of medical students.

The steep debts students accumulate in medical school, he says, drive them into lucrative specialties. He believes the resulting surplus of specialists makes doctors paid to pick costly treatments.

Neurosurgeons become frustrated when they can't use skills that they have spent years perfecting, he says. "You don't set out maliciously and say the next patient that comes along is going to get his head cracked," he says. "But if you see somebody in an automobile accident, I think the threshold for the indication that surgery is needed is somewhat lowered."

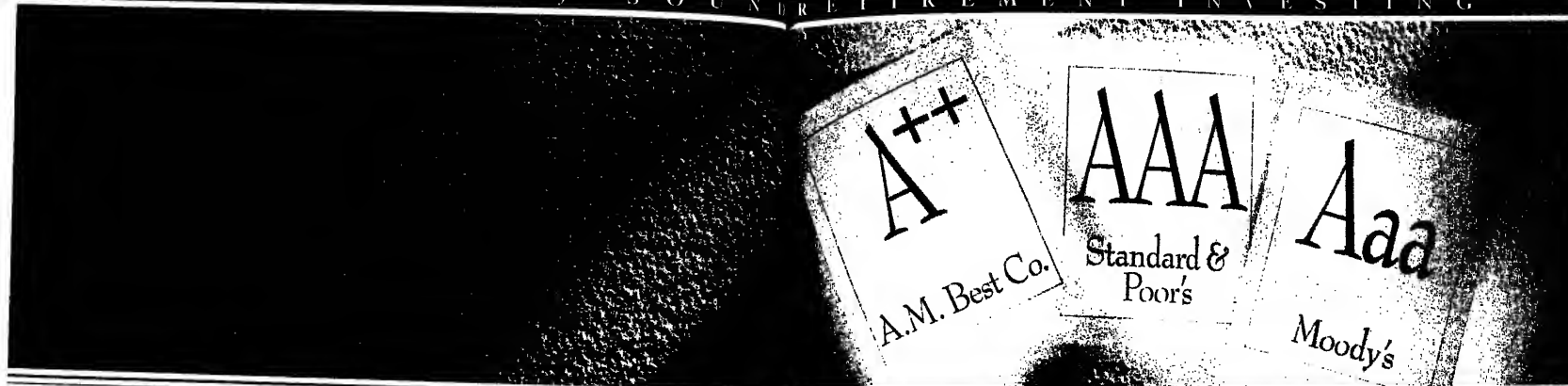
Dr. Koop has a simple solution for this problem: Ask state and federal governments to subsidize more of medical education.

To gather the political strength he needs to achieve his ambitious goals, Dr. Koop knows he will need allies, and he is searching for them on Dartmouth's faculty.

"I'm not asking people to sign on to something just to be in compliance," he says. "I am asking them to get the vision I have and join me in working out that vision."

"I want students to meet a moth-

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## Scholarship

A 12-year effort to document the life of one of America's most controversial women is now complete at the University of California at Berkeley.

Since 1980, 100 editors, researchers, translators, and administrators have been searching for material about Emma Goldman in more than 1,000 archives and private collections around the world. They have traced Goldman's life through classified government files, papers from obscure uncovers, and letters buried in basements.

The Emma Goldman Papers Project now has 30,000 letters and papers of the woman who was described as "the high priestess of anarchy" and "a woman 6,000 years ahead of her age."

Goldman was involved as an activist and orator in many of the major events and issues of her era, including the Russian Revolution and the Spanish Civil War and the struggle for women's equality and the right of free expression.

She was thrown into jail for advocating birth control and resistance to the draft, hounded by government agents, and deported to Russia in 1919 by a young J. Edgar Hoover.

"The collection tells you what Goldman was writing to friends and associates on each day, what the government was saying about her, what the newspapers were writing, what her friends were doing, and which police agents were following her and what they thought," says Candace Pulk, director of the project and the author of the 1989 biography, *Love, Anarchy, and Emma Goldman*, published by Rutgers University Press.

The project is now working on a two-volume book edition of highlights of the collection. The entire collection is also available on microfilm.

Rewards for whistle blowers are rare. In science, even staying employed after accusing a colleague of fraud has been difficult.

But a small foundation in Cambridge, Mass., awarded \$10,000 last week to Margaret O'Toole, a former postdoctoral researcher at the Massachusetts Institute of Technology who raised suspicions about the accuracy of a scientific paper. One of the paper's authors was the Nobel Laureate David Baltimore.

Ms. O'Toole's doubts ultimately triggered four investigations, including one by Congress, but the case is still not resolved. The U.S. attorney's office in Baltimore is reviewing the matter to see if criminal charges are warranted.

The \$10,000 given to Ms. O'Toole came from the Cavallo Foundation, set up by an independent investor, Michael Cavallo.

The award was one of the annual Cavallo Prizes for Moral Courage, given to recognize those who "have chosen to speak out when it would have been far easier to remain silent."

## 'Discovery of the Century' Brings Instant Celebrity

Astrophysicist who found new evidence about creation of the universe uses his status to promote science

By Kim A. McDonald

George F. Smoot, III: "These small variations are the imprints of tiny ripples in the fabric of space-time put there by the primeval explosion process."

The team created this microwave map of the universe after a painstaking computer analysis of a year's measurements by NASA's Cosmic Background Explorer.



BERKELEY, CAL. — GEORGE F. SMOOT, III, realized his life would no longer be the same the day he noticed a photographer taking his picture as he moved his front lawn.

For decades Mr. Smoot had led a distinguished yet relatively obscure career as an astrophysicist at the University of California's Lawrence Berkeley Laboratory here. But all that changed two months ago, when he announced at a scientific conference that his research team had uncovered the first evidence of the formation of primordial structures from the universe's creation.

Mr. Smoot became an instant celebrity. The photographer, a *paparazzo* who claimed to be from *Paris Match*, was confirmation of that. But unlike many scientists who have been distracted from their research by the crush of media attention, Mr. Smoot has not shied away from publicity.

In fact, he and his team of researchers have taken the unusual step of responding personally to hundreds of inquiries from people as well as the news media,

whose interest in the universe and its creation have been piqued by the discovery.

"George really wants to communicate the excitement of science to the public," says Jeffrey Kahn, a public-information officer at the Berkeley laboratory. "A lot of people might have seized up on the occasion. They would have been a nervous wreck. But he's been almost superhuman in accommodating everyone. I've just been amazed that he hasn't raised the white flag and said, 'Enough.'"

While traveling through France and Switzerland in recent weeks, for example, Mr. Smoot has been writing postcards to the more than 200 people, mostly non-scientists, who sent him letters with questions or comments about his team's discovery. "People take the trouble to write to you," he says matter of factly, "so it's nice to write back to them."

Mr. Smoot was equally accommodating to the man who claimed to be from *Paris Match* (the magazine says it did not send him), inviting the photographer inside his home to take photographs. And when *People* magazine wanted to show him engaged

in an activity outside of the laboratory to demonstrate that scientists aren't stuffed shirts, Mr. Smoot volunteered to pose in a pair of Rollerblade skates.

Mr. Smoot admits he is taking advantage of the publicity—and enjoying it. He and his colleagues say the universal appeal of their discovery has given them a rare opportunity to demonstrate the value of science to wide segments of the public.

"George is worried about the budget for science in this country, because it's getting worse and worse," says Luis Tenorio, a graduate student at the University of California at Berkeley and a member of the research team. "He wants to get as much

**"A lot of people might have seized up on the occasion. They would have been a nervous wreck. But he's been almost superhuman in accommodating everyone."**

**They would have been a nervous wreck. But he's been almost superhuman in accommodating everyone."**

publicity for science, now that the discovery is hot."

Some scientists have dubbed the advance "the discovery of the century" and predicted that it will eventually win Mr. Smoot a Nobel Prize. It is essentially a map of the ancient universe showing temperature fluctuations in the radiation left over from the "big bang," the explosion that scientists believe created the universe some 15 billion years ago.

### The Great Voids of Space

Theoretical physicists believe those fluctuations, which are only 30 millionths of a degree warmer or cooler than the rest of the background radiation in the sky, eventually evolved into the lumpy universe that exists today.

"These small variations are the imprints of tiny ripples in the fabric of space-time put there by the primeval explosion process," Mr. Smoot says. "Over billions of years, the smaller of these ripples have grown into galaxies, clusters of galaxies, and the great voids of space."

The fluctuations detailed by the Smoot team came after a painstaking computer analysis of more than 200 million measurements by the Cosmic Background Explorer (or COBE), a satellite launched in November 1989 by the National Aeronautics and Space Administration.

Colleagues say Mr. Smoot's rhetoric helped to break the monotony of the long process of checking and rechecking their data. In one instance, Mr. Smoot wore a tuxedo to one of the team's meetings to emphasize the importance of what it was doing; in another, he made a standing offer of a round-trip ticket anywhere in the world to anyone who could find a statistical error in the group's findings.

No one was able to cash in on the offer, so in February, Mr. Smoot asked nine of his graduate students, Charley Lineweaver, to make one last computer check of the data. Mr. Lineweaver slipped the results under Mr. Smoot's office door, with a note saying simply, "Eureka?"

The announcement of the results at a meeting of the American Physical Society (*The Chronicle*, April 29) came as a relief to cosmologists who had been unable to reconcile the smooth background radiation against the lumpy universe that exists today.

### "The Holy Grail"

One widely quoted cosmologist, Michael Turner, a professor of astronomy and astrophysics at the University of Chicago, called the discovery one of the most significant advances in astronomy.

"The Holy Grail has been found," he said after the announcement. "It's that important. If this evidence holds up to scrutiny, it is what we've been looking for for 20 years. It confirms our ideas of how structures form."

When Mr. Smoot returned from the American Physical Society meeting, he found a sign taped to his office door: "Home of the Holy Grail." Across the hall, in an office shared by his graduate students, another sign reads: "If You're God, It's Like Seeing George Smoot"—a humorous twist to Mr. Smoot's comment, in announcing the discovery, that "if you're religious, it's like looking at God."

Some members of his team wish he Continued on Following Page



## 'Discovery of the Century' Creates an Instant Celebrity

Continued From Preceding Page

Smoot said that, since his statement quickly developed into a minor controversy among fundamentalists and others who wrote and called to complain. But Mr. Smoot points out that much of the religious reaction to his group's confirmation of the big-bang theory of creation has also been favorable.

"If there is a design to the universe, there must have been a designer," he says, noting that in the week of his announcement, a group of Anglican Bishops meeting in London concluded that his group's discovery had "confirmed the existence of God."

### 'The Unknown Gets Larger'

Mr. Smoot, who avows questions about his own religious beliefs, says he sees no inconsistency between his team's results and religious ideas of creation. "Anytime you solve a question like this, you raise two more," he says.

Mr. Lineweaver agrees. "The scientific story of creation that we're talking about is incomplete," he says, "and in science, whenever you answer a question, you create two more, so that, in a sense, the unknown gets larger. If

**"George said what he found was like looking into the face of God. That's what I'm seeing, too. Tell George we've got to talk."**

you invoke God in that unknown, there will always be something for God to do in science."

"My mother is very happy with the results and she believes in God," he adds. "The big bang was the creation event 15 billion years ago, so my mother says, 'Well, it was created and God created it.' My father, however, believes in infinity and in the idea that the universe must have been here all the time, so he doesn't like this and they have a semi-religious argument about it."

Whatever their religious beliefs, Mr. Lineweaver says many of those who call him are drawn even more by the fact that he said "I'm just a dentist." So while Mr. Smoot fielded that question on "The Today Show" and "The Dennis Miller Show," Mr. Lineweaver, who happened to be in the office after the announcement, handled questions from radio talk shows across the United States as well as from Canada, Germany, and Spain.

### Helping With Publicity

Mr. Kahn, the public-information officer, says some of Mr. Smoot's colleagues, like Mr. Lineweaver, were initially reticent about helping him with the "hundreds and hundreds" of requests for interviews that jammed their phone lines.

"But they all ultimately came around," Mr. Kahn says. "Part of George's training of graduate students is to show them that it's not

easy to get funding for your work, and that part of getting funding is interacting with others besides your peers."

One thing Mr. Lineweaver learned is how to discuss tactfully the religious implications of the findings, which he thinks have given the discovery wider appeal among the public that is supporting the research.

"America is largely a scientific illiterate society," he says, "but people here think of themselves as being religious. Or they all think they are arm-chair philosophers. So you have to appeal to that, because they are the ones who are paying the money."

Mr. Lineweaver says one of the more memorable calls he received was from a dentist from Boise, Idaho, who told him, "I'm just a dentist, I don't make money. I'm really a cosmologist," and wanted to discuss the implications of the finding.

"One guy called from New York," he adds, "and said, 'I'm an artist. Can you just send me the raw data? He wanted to type up the data, print it out, and use it in some type of art—to say that this is the universe.'"

Mr. Kahn says many of the calls his institution has received were from people who said they had no specific question, but, sensing history in the making, wanted to

talk to anyone involved in the project "to share in the excitement."

One call came from a man who identified himself as an amateur scientist in South Carolina who had been engaged in similar cosmological research.

"George said what he found was like looking into the face of God," the caller said. "That's what I'm seeing, too. Tell George we've got to talk."

### Verification in the Map

As for scientists, many theoreticians—who, like the religious cultists, might have found contradictions with their own models of how the universe evolved—have reacted positively to the discovery. By modifying their models, most theo-

rists have found verification in the team's map.

"Everybody is saying that what we have predicted comes very, very close to the map," Mr. Lineweaver says. "I haven't seen anybody say that what they predicted comes very far from that."

Giovanni De Amici, a Berkeley astrophysicist who is a member of the team, says that while the group waits for independent confirmation of its results, which is expected within a year, it will analyze additional data from COBE to add more detail to the map and provide another check on their results.

"Our necks are out pretty far," Mr. Smoot says, noting that the publicity would prove embarrassing if a mistake were found. "We think we're right."

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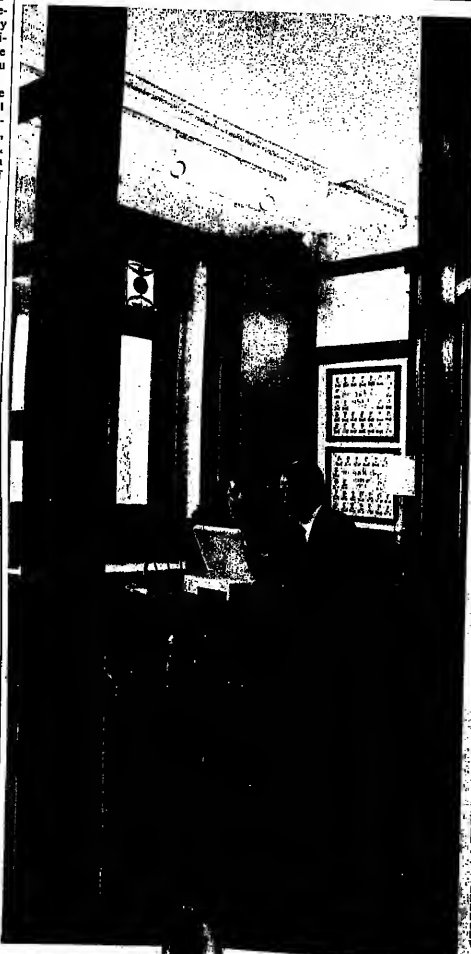
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## Publishing

What do you do when Hollywood calls, wanting to buy the film rights to your press's latest book?

As tempting as it might sound, editors shouldn't get their hopes up. Chances are, even when a press sells the rights to what it thinks is a hot property—fairly rare for most university presses, anyway—the film will probably never be made, says Dan Dixon of the University of California Press.

Mr. Dixon ought to know. As director of subsidiary rights, Mr. Dixon has been involved in the sale of film options for some 50 books.

"My record so far is one in fifty, and that one won't show up until November," he says.

He's referring to *Isht in Two Worlds: A Biography of the Last Wild Indian in North America*, now being adapted into a documentary that will be carried by PBS this year. The book was written by *Theodore Kroeber*, the wife of the Berkeley anthropologist *Alfred Kroeber*, and released in 1961.

Mr. Dixon spoke about the ins and outs of selling film and television rights at the annual meeting of the *Association of American University Presses* in Chicago last week. Once a press sells an option on a book—at a fee of roughly \$2,000, which gives the buyer time to put together the financing and recruit people to work on the film—anything can happen. Options have been taken out recently on two other California books: *Bummer: Railroad Men's 1950* by *Linda Niemann* and *Women of the Klan: Racism and Gender in the 1920s* by *Kathleen M. Blee* (1991).

"The person who's bought the rights has to raise millions of dollars," Mr. Dixon says. "The deal can fall through. Barbara Streisand can pull out."

Assuming the deal goes through, don't plan

on a lot of zeros behind the final purchase price. For a feature film with a budget of \$10-million or less, a press can expect to be paid anywhere from \$10,000 to \$100,000, Mr. Dixon says. A made-for-television movie on a major network could bring \$25,000 to \$75,000. Those figures are based on what film and television producers have indicated they're willing to pay. "There's a scale to this," Mr. Dixon says. "This is what producers will pay ordinary presses. Anything else is extraordinary."

Actors and producers had tried for years to buy the film rights to *A River Runs Through It* and *Other Stories*, *Norman Maclean's* critically acclaimed collection of stories that was first published by the *University of Chicago Press* in 1976. Mr. Maclean, who was a long-time professor of literature at the university, brought the book to Chicago after it was turned down by several New York publishers. *A River Runs Through It* was the press's first book of fiction, selling 300,000 copies.

*Robert Redford* finally succeeded in securing the film rights in 1988, and the movie will appear in October, under Mr. Redford's direction. In this case, the movie rights belonged to Mr. Maclean, not to the press.

In September, Chicago will release Mr. Maclean's second book, *Young Men and Fire*, the true story of an elite crew of Forest Service Smokejumpers who parachuted into the Mann

Gulch fire of August 1949. The press is printing 30,000 copies of the book initially and plans to spend \$40,000 to promote it.

Mr. Maclean spent the last 14 years of his life studying and reliving the fire, and when he died in 1990, the book was still unfinished. In the years before his death, Mr. Maclean's health began to wane, and as the publisher explains in a prefatory note, "Young Men and Fire" had become a story in search of itself as a story, following where Maclean's compassion led."

A new survey on the status of women in scholarly publishing, released at the AAUP meeting, showed that the glass ceiling is ever-present at university presses.

Two thirds of all university-press employees are women, yet they hold only 11—or 14 percent—of the directorships, the top management position at presses.

The survey was conducted by *Albert N. Greco*, an associate dean and director of publishing studies at New York University, for *Women in Scholarly Publishing*. "How can one examine these statistical results and not wonder how these presses, which report after all to a top-level academic or administrative officer at each university, have not been able to find and promote women in the upper echelons of management?" the report asks.

"Twenty-eight percent of the women responding to the survey said they had experienced some form of discrimination on the job, and 26 percent said they had been subjected to harassment—sexual or otherwise. One woman described the often-unfavorable climate at her press as "more in the nature of a chronic disease than catastrophic illness."

## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYIOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

*Art in Non-Western Societies: Community and Development in Kinship, Community, and the State*, by Mark N. Hutter, University of Toronto Press, 194 pages; \$50 U.S.; hardcover, \$19.95 U.S.; paperback, \$14.95.

*Wills, Money, and Money: Changing Concepts in Rwandan History*, by Christopher C. Taylor, Smithsonian Institution Press, 272 pages; \$35.

*Anthropology and Ethnohistory of the Omaha Indians: The Big Village Site*, by John M. Galloway and John L. Wadsworth, University of Nebraska Press, 374 pages; \$30.

*Reconstructing the material culture of 18th- and 19th-century Omaha Indians as well as the Mississippian and Hopewell cultures*, by Robert S. Roper, University of Oklahoma Press, 272 pages; \$30.

### EDUCATION

*Images of American Life: A History of Ideological Management in Schools, Movies, Radio, and Television*, by Joel Spring, State University of New York Press, 306 pages; \$39.95 hardcover, \$19.95 paperback.

*Education and the State: A History of the United States*, by Robert M. Lynd, University Press, 274 pages; \$44.50 hardcover, \$14.95 paperback.

*Environmental Studies and Political Theory: Toward an Ecological Approach*, by Robert M. Lynd, State University of New York Press, 274 pages; \$44.50 hardcover, \$14.95 paperback.

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ious schools of thought in "Green" political theory, and discusses their relation to Western political traditions.

### HISTORY

*The Consequence of Exile: Letters from the West*, by R. A. B. Mynors, University of Toronto Press, 317 pages; \$65 U.S.; hardcover, \$19.95 U.S.; paperback, \$14.95.

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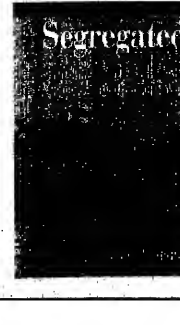
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Continued on Following Page

## NEW SCHOLARLY BOOKS

**Continued From Preceding Page**  
*Schwarz* (University of Illinois Press; 192 pages; \$34.95). A revisionist study of the power relationship between masters and slave in Brazilian society.  
*Swain* (Charlot; Slave Family and Household Structure in Nineteenth-Century Louisiana, by Ann T. Swain (University of North Carolina Press; 369 pages; \$39.95). Draws on data from a statistical study of 135 slave communities in 26 parishes, and on descriptive analyses of periodicals, and on the lives of slaves in Louisiana, Haiti, and the West Indies.

## HISTORY OF SCIENCE

*The Peopling of America*, Volume 1: The Peopling of America, January 1844-December 1846, edited by Marc Rothberg (Smithsonian Institution Press; 392 pages; \$30). Documents the American physician's final years at Princeton University before his election as the first secretary of the newly established Smithsonian Institution.

## INTELLECTUAL HISTORY

*A Peasantry to Command Respect: Women and the Eleventh Barmat*, by Gillian Thomas (Scribner Press; 223 pages; \$25). A study of the 34 female contributors to the 1910-11 edition of the *Encyclopaedia Britannica*.

## LAW

*The Wheeling Bridge Case: Its Significance in American Law and Technology*, by Elizabeth B. Monroe (Northwestern University Press; 268 pages; \$45). Examines the role of the bridge in the development of transportation technology. *Wheeling and the Bridge: A Pennsylvania Supreme Court Case that Involved a Dispute between Virginia and Pennsylvania* (Academic Press).

## LITERATURE

*ABC of Influence: Ezra Pound and the Remains of American Poetic Tradition*, by Christopher French (University of California Press; 291 pages; \$35). Discusses Pound's impact on the work of Robert Duncan, Charles Olson, and other postwar American poets, and proposes an alternative to Harold Bloom's theory of literary influence.  
*Barbara Pym: A Critical Biography*, by Anne M. Wyatt-Brown (University of Missouri Press; 232 pages; \$29.95). Topics include how the English writer's experience of aging and ill health influenced her work.

*Colonization and Resistance: Revisited Writings and the Middle East* (Post-Quilting Press), by Alan Morris. A series of French literary and intellectual interest in the period of Nazi occupation.

*"Contemplations of Created Things": Solon in Paradise Lost*, by Hartmut Singh (University of Toronto Press; 376 pages; \$30 U.S.). Challenges the notion that Milton's knowledge of Solon was based on outdated medical, biological sources; argues instead that in writing *Paradise Lost*, the English poet drew on Solon's intellectual family in the 17th-century mainstream.

*Deleuze's Poetics: American Modernism*, by Robert Terrell (Northwestern University Press; 360 pages; \$35). Focuses on the work of William S. Burroughs, American, and on his view of the opposition between nature and culture.  
*Samuelson on the Scholastic*, by Martin M. Scott (University of Missouri Press; 344 pages; \$29.95). Explores the role of the scholar in the history of the school, and its role in public life, and the school's increasing involvement in the institutional mission.

*Ethnicity and Identity in Contemporary America: A Vignette in a Culturalist*, by Marvin A. Lewis (University of Missouri Press; 324 pages; \$29.95). Considers the significance of racial and ethnic identity in contemporary America through analyses of structural and thematic aspects of works by two black and two non-black writers: Toni Morrison, Ralph Ellison, James Alan McPherson, and Antonio M. Rodriguez.

*Environmental Ethnography: History, Literature, by Aron Krupar* (University of California Press; 288 pages; \$25 hardcover; \$13 paperback). Argues that American Indian writers have produced

an oppositional discourse to the ways Indians have been represented in minority ethnographic, literary, and historical writing.

*The Fabulous French: Vernacular Poetics of the Nineteenth Century*, by Norman R. Shapiro (University of Illinois Press; 264 pages; \$49.95). Critical translation of French and French colonial writers.

*Reframing the Novel: Presid's Concept of the "Total Romance"*, by Kenneth S. Dillman (Wayne State University Press; 188 pages; \$29.95). Discusses the influence of the German Romantic writer, Friedrich Schlegel, on the novel.

*The Flight of the Mind: Virginia Woolf's Art and Mind* (University of Illinois Press; 373 pages; \$30). Shows how the English writer creatively used her experience of mental illness in her theories of fiction, mental functioning, and the structure of the self.

*Glenn's Face: Women, Public and*

*MUSIC*

*The Correspondence of Roger Sessions*, edited by Andrew Olinick (Northwestern University Press; 539 pages; \$60). Annotated edition of letters from the 20th-century American composer's letters, along with some 60 from his correspondents.

*PHILOSOPHY*

*Religion*, by Mark H. Bernstein (University of Chicago Press; 165 pages; \$25). Topics include possible forms of religion, the relationship between religion and morality, and Ludwig Wittgenstein's philosophy of language and determinism.

*The Philosophy of Being*, by John D. Goheen (State University of New York Press; 200 pages; \$44.50 hardcover; \$14.95 paperback). Considers the concept of being in the work of Martin Heidegger; includes an analysis of his posthumously published work *Being and Time* (1962).

*The Sacred in a Post-Modern World*, by James A. Miller (State University of New York Press; 222 pages; \$44.50 hardcover; \$14.95 paperback). Discusses Heidegger, Bernard Lonergan, and other theorists in a philosophical study of the experience of wonder, horror, and awe.

*The Oedipal Drama and the Freudian Revolution*, by John R. Sallis (University of Illinois Press; 312 pages; \$34.95). A study of the Oedipal drama, a commentary of the French philosopher's dreams accompanied by the interpretation.

*Philosophy as Therapy: An Interpretation of the Philosophy of Wittgenstein's Later Philosophical Period*, by James F. Petric (State University of New York Press; 130 pages; \$39.50 hardcover; \$12.95 paperback). Draws links between Wittgenstein's later writings and the earlier philosophical project of the *Tractatus*.

*The Ring of Representation*, by Stephen David Ross (State University of New York Press; 262 pages; \$37.50 hardcover; \$12.95 paperback). Considers the philosophical problem of representing representation.

*POLITICAL SCIENCE*

*The Administrative Presidency Revisited: Public Lands*, by Robert P. Duggan (University of New York Press; 401 pages; \$39.95 hardcover; \$12.95 paperback). Examines the federal Bureau of Land Management's activities in New Mexico during the Reagan Administration.

*Shocking Justice: An Experimental Approach to Ethical Theory*, by Joseph A. Pappalardo and Joseph A. Oppenheimer (University of New York Press; 272 pages; \$39.95). Argues that the use of moral dilemmas should be used in moral education; illustrates the use of dilemmas in a series of experiments from Canada, Poland, and the United States.

*A Dialectic of Beliefs: Congressional Thought and Policy Action*, by Steven E. Rosen (University of New York Press; 195 pages; \$39.95 hardcover; \$12.95 paperback). A study of the role of beliefs in legislative action.

*The Emergence of David Deane and the*

*Address of Publishers*

*Hill & Wang, 19 Union Square West, New York 10003*  
*Kent State University Press, P.O. Box 5190, Kent, Ohio 44242*  
*Northwestern U. Press, 670 Huntington Avenue, Boston 02115*  
*St. Martin's Press, 375 Fifth Avenue, New York 10010*  
*Sanacore Press, P.O. Box 4167, Manhattan, N.Y. 10040*  
*Smithsonian Institution Press, 470 L'Enfant Plaza, Washington 20006*  
*State U. of New York Press, State University Plaza, Albany, N.Y. 12242*  
*U. of California Press, 2120 Berkeley Way, Berkeley, Cal. 94720*  
*U. of Illinois Press, 54 East Gregory Drive, Champaign, Ill. 61820*  
*U. of Iowa Press, Iowa 52242*  
*U. of Michigan Press, 303 North Zeeb Street, Lincoln, Neb. 68508*  
*U. of Nebraska Press, Box 2288, Chapel Hill, N.C. 27515*  
*U. of North Carolina Press, Box 2288, Chapel Hill, N.C. 27515*  
*U. of Toronto Press, 10 St. Mary Street, Suite 700, Toronto M4Y 2B6*  
*Wayne State U. Press, 1745 Leabon Street, Ann Arbor, Mich. 48106*  
*Wordsworth, and T. S. Eliot.*

## Addresses of Publishers

*Pollock of Rose*, edited by Douglas D. Rose (University of North Carolina Press; 206 pages; \$29.95 hardcover; \$12.95 paperback). Includes essays on the background, constituency, political success, and political impact of the Louisiana Republican politician and former Ku Klux Klan leader.  
*The Politics and Struggle of Nuclear Weapons in the Middle East*, by David A. Lake (University of Chicago Press; 280 pages; \$39.95 hardcover; \$12.95 paperback). Includes essays on the background, constituency, political success, and political impact of the Louisiana Republican politician and former Ku Klux Klan leader.  
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## PRIZES

## TINKER FIELD RESEARCH GRANTS Guidelines for 1992

The Tinker Foundation announces the continuation of its annual program of institutional Fitch Research Grants. All recognized Centers or Institutes of Latin American or Latin American Studies with graduate doctoral programs at accredited United States universities are eligible to enter amount of \$15,000 and must be matched by a minimum of \$10,000 from university or other sources.

The Fitch Research Grants must be used to support individual research by outstanding graduate students and junior faculty. Each Center or Institute which receives an award must conduct a competition to select the student/faculty of the award. The awards are to be used only for brief periods of field research and should primarily reflect the major interests of the Tinker Foundation, i.e., economic disciplines having strong public policy implications, and environmental policy studies. Recipients may conduct research in the Spanish- and Portuguese-speaking countries of Latin America as well as Portugal and Spain.

The deadline for receipt of applications for the 1992 awards is October 1. For complete details regarding the program and application procedures, write: Fitch Research Grants, The Tinker Foundation Incorporated, 55 East 50th Street, New York, New York 10022.

## Personal &amp; Professional

## MIT Head Calls for 'Transformation' of Engineering Education; Hits Accreditors

He wants changes to be 'exciting and profound'

By DEBRA E. BLUM

The president of the Massachusetts Institute of Technology last week called for a major overhaul of engineering education that would emphasize design and innovation along with leadership and teamwork. Speaking at the annual convention of the American Society for Engineering Education in Toledo, Ohio, President Charles M. Vest became the latest higher-education leader to weigh in on favor of such changes. He asked the 1,200 engineering educators at the meeting in support of "transformation" in engineering education that would be "very bit as exciting and profound as was the engineering science revolution" after World War II.

At the same time, he accused the Accreditation Board for Engineering and Technology, which accredits 350 schools of engineering around the country, of hindering the kind of innovation and experimentation he is encouraging.

'Left in the Dust'

He told the audience that no more flexible accrediting process was needed to promote change, or the board "will be left in the dust."

John W. Prados, head of chemical engineering at the University of Tennessee and president of the accrediting board, said Mr. Vest was not alone in accusing the board of being too rigid. He said the board was re-evaluating its guidelines and might make changes as early as October.

"There's always been tension between the responsibility we have to maintain what we see is the minimum quality level in engineering education and the responsibility to encourage innovation or at least to not get in the way of innovation," Mr. Prados said.

In his speech, Mr. Vest said changes in engineering education were necessary to continue on following Page

## Women's-Studies Group, Hoping to Heal Wounds, Finds More Conflict

By COURTNEY LEATHERMAN

This year's annual meeting of the National Women's Studies Association was supposed to be a celebration that celebrated the organization after a large group of minority women staged an angry walkout at the 1990 conference.

The 1992 meeting, whose theme was "Enlarging the Circle: The Power of Feminist Education," started on a promising note: the screening of "I Am Your Sister," a video depicting a successful multicultural conference. In opening remarks, Deborah Lewis, the association's leader, then urged members to find common ground despite their different backgrounds and agendas.

It soon became clear how difficult that would be.

Within half an hour, the keynote speaker,



Charles M. Vest, president of MIT: Math, science, and computation must be integrated into our ability to do real engineering work.

participants should be asked in the future to forgo hair spray and perfume, which air-alarms sufferers might find irritating.

And so it went at the 15th annual meeting of the NWASA, an academic meeting unlike most others.

Many here stressed the unique nature of the association, which is a mix of scholars, activists, and organizers, and which grew out of the women's movement of the early 1970s. All those characteristics are vital to the organization and the discipline, many here said. Because women's studies challenge the status quo, they must by their very nature have an activist element, these scholars said.

Those elements were obvious here, as sessions started off with songs adopted from earlier protest movements. But some

Finally, one conferee complained that

Continued on Following Page



## Feminist Group Strives to Heal Crippling Wounds

*Continued From Preceding Page*

Participants here noted that the myriad agendas had often made for confusion, frustration, and divisiveness, and they likened the NWVA to a "dysfunctional family." Divisions are nothing new for the organization. Tensions erupted at the 1990 meeting in Akron, Ohio, when nearly 100 women walked out. In part, the walkout was a protest over the association's firing of a black employee who had accused the organization of discrimination. A number of members took up her cause and issued a list of unsuccessful demands at the 1990 conference. One of the women who participated in the walkout later charged that "white women were acting like white men."

In the months that followed, the association's five-member national staff resigned and the group canceled its 1991 annual meeting. The NWVA has been trying to recover ever since. Its board hired three black women to run the national office. It formed a committee to revamp its governance structure, and it has been struggling to boost membership, which dropped from 4,000 to fewer than 2,000.

### 'Open and Vulnerable'

Despite the chaos in this year's meeting, some of the approximately 500 here were convinced that the meeting alone was proof that the NWVA had survived the worst. Still, many said that the organization continued to face both internal and external pressures. "We're so open and vulnerable to institutions that see us as an organization that is always supposed to be 'politically correct,'" said Wilma Boddie-Beaman, a counselor at the State University of New York's College at Brockport and the head of NWVA's steering committee.

## MIT Head Calls for 'Transformation' of Engineering Education

*Continued From Preceding Page*

One of the challenges of "growing internationalism, decreased emphasis on military concerns, increased economic competitiveness on a global scale, dramatically changing demography, and widespread concern about the quality of education at all levels."

He said engineering education needed to restore a basic focus on design and production and be more closely tied to engineering practice. In addition, he said, engineering students must be taught leadership and teamwork skills.

### A Growing Movement

Not all of Mr. Vest's ideas, as he himself noted, are original. Indeed, the concepts he discussed are part of a movement that is gaining momentum around the country. His message attracted attention, however, because of the urgency of the problem and his affiliation with MIT, a leader in the field.

Over the past several years—at MIT and elsewhere—professors, administrators, and practicing engineers have been re-examining

"Then, when we can't be all things to all people, we're vulnerable." Ms. Boddie-Beaman was among the black women who did not walk out of the 1990 conference. Some here said it was ironic that the NWVA was besieged by chaos at a time when academic programs and scholarship in women's studies were flourishing on many campuses. Those observers worried that the NWVA's problems would be misconstrued and used by critics to tar women's studies programs.

### A Critic Attends

One of the group's most outspoken critics was, in fact, in attendance: Christina Hoff Sommers, a philosopher at Clark University who joined the association last year. (Ms. Sommers may have been hard to spot. Her sister, Louise Hoff, who accompanied her, was wearing Ms. Sommers's name tag. Ms. Hoff explained: "Christina had said some women might be hostile to her being here.")

Ms. Sommers called the meeting disappointing. "I'm stunned by the incredible discrepancy between the mood and tone of this conference and that of other academic conferences."

She added: "Though I admit women's studies can be somewhat different, the difference is too extraordinary and it brings out the worst stereotypes against women—of being somewhat hysterical."

Ms. Sommers complained that she saw little evidence of serious scholarship at the conference.

Her opinion was not shared by many. "She is flat-out wrong," said Evelyn S. Newlyn, an associate professor of English and director of women's studies at Brockport. "I presented my paper on 14th Century Middle Cornish dramatic verse," she added, explaining that her analysis challenged the traditional male-centered interpretation of the plays. "You can't get much more scholarly."

Many others also said they had

come to present scholarly papers. Some credited the annual meeting with giving them ideas about new teaching methods. "Where else could you find an English professor, a sociologist, a philosopher, and economist all getting together talking about an interdisciplinary approach to teaching?" said April Amini, an economist at Nazareth College of Rochester.

Other and others also noted that other disciplinary associations were plagued by their share of politics.

Some come to the annual meeting specifically for the politics and activism.

Anni Knorr, a political scientist at Utah State University, said she did not believe top scholars in the field usually attended the meeting. "If you're really inking scholarship seriously, you don't present here," she said. "It's light scholarship."

Still, she found the conference valuable for its discussions on diversity.

Jon M. Rogers, head of North Carolina State University's women's center, was frustrated that the discussions had not led to strategies for dealing with problems. She said that a three-hour meeting she attended was taken up by participants introducing themselves and explaining their backgrounds.

### The Biggest Factor

For women who feel isolated on their campuses because of their disciplines, their ethnicity, or their politics, that kind of "bonding" is why they come. Conferences where women's studies at community colleges—a growing trend—said it was important to meet others in similar positions. The same was true for women in feminism, as well as for lesbians.

Many lesbians believe they are the biggest fiction in the NWVA. The lesbian caucus's May newsletter said the group had grown to over 1,700—including non-members. "It appears we are the largest caucus!" It stated. That perception has caused some problems for others.

## NEW BOOKS IN HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

**Academic Year Abroad, 1992-93**, edited by Sara J. Sierra and Ed Butler. Institute of International Education, 605 United Nations Plaza, New York 10017-2462. \$39.95, plus \$3 for shipping. A volume of information on more than 2,000 programs for students interested in studying abroad during the academic year.

**Beyond Planners: Modelling Education in the Twentieth Century**, edited by Brian Barzansky and Norman E. Wright. Greenwood Press, 88 Post Road West, P.O. Box 5087, Westport, Conn. 06881. 346 pages. \$49.95 per copy.

A collection of essays on developments in U.S. medical education since the 1910 report issued by Abraham Flexner of the Carnegie Foundation for the Advancement of Teaching.

**Black Women in Higher Education: An Anthology of Essays**, Susan, and Daanman, edited by Elizabeth I. The Garland Publishing, 717 Tenth Avenue, Suite 200, New York 10022. 341 pages. \$34.95 per copy. Includes materials from the 1980s to the 1990s.

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## Personal & Professional

### Directory of Puerto Rican Higher Education

**Directory of Puerto Rican Higher Education**, compiled by Ramon J. Rodriguez. College of the City University of New York, 605 Park Avenue, New York 10021. 132 pages. \$29.95.

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## Information Technology



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"In the economic competition between the two, books, magazines, and newspapers are already doomed," says Lauren Seiler, an associate professor of sociology, drawing on findings from a paper he plans to present at a meeting of the American Society of Information Science next fall. "There is simply not enough money for print and electronic technology to coexist."

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Brian Kahin, director of the project, says he's looking for concise descriptions of research to progress that will help policy makers better understand issues.

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Graduates of program at Illinois State U. are expected to know how to apply technology in their lesson planning

By Julie L. Nicklin

"Our major commitment is to the notion that the computer is a tool in the classroom—like chalk, like a book, like a dictionary," says Thomas F. Ryan, the college's dean.

Increasingly, America's schools are

Continued on Following Page

## Data General TRAINING CENTER WOODBRIDGE, CONNECTICUT

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In 1981 the former Andover College was converted into a complete computer training facility by Data General Corporation. The campus consists of seven buildings, two dormitories, a cafeteria, a library, a lounge, a computer center, a data center, a training center, and a computer center. The campus is well positioned in rural Connecticut, with a beautiful view of the Connecticut River and the surrounding hills.

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## Feminist Group Strives to Heal Crippling Wounds

*Continued From Preceding Page*  
Participants here noted that the myriad agendas had often made for confusion, frustration, and divisiveness, and they likened the NWSA to a "dysfunctional family." Divisions were nothing new for the organization. Tensions erupted at the 1990 meeting in Akron, Ohio, when nearly 100 women walked out. In part, the walkout was a protest over the association's firing of a black employee who had accused the organization of discrimination.

A number of members took up her cause and issued a list of unsuccessful demands at the 1990 conference. One of the women who participated in the walkout later charged that "white women were acting like white men."

In the months that followed, the association's five-member national staff resigned and the group canceled its 1991 annual meeting.

The NWSA has been trying to recover ever since. Its board hired three black women to run the national office. It formed a committee to revamp its governance structure, and it has been struggling to boost membership, which dropped from 4,000 to fewer than 2,000.

**'Open and Vulnerable'**

Despite the chaos at this year's meeting, some of the approximately 500 here were convinced that the meeting alone was proof that the NWSA had survived the worst.

Still, many said that the organization continued to face both internal and external pressures. "We're so open and vulnerable to institutions that see us as an organization that is always supposed to be 'politically correct,'" said Wilma Boddie-Bennan, a counselor at the State University of New York's College at Brockport and the head of NWSA's steering committee.

Ms. Sommers complained that she saw little evidence of serious scholarship at the conference.

Her opinion was not shared by many. "She is flat-out wrong," said Evelyn S. Newlyn, an associate professor of English and director of women's studies at Brockport. "I presented my paper on 14th Century Middle Cornish dramatic verse," she added, explaining that her analysis challenged the traditional male-centered interpretations of the plays. "You can't get much more scholarly."

Many others also said they had

"Then, when we can't be all things to all people, we're vulnerable."

Ms. Boddie-Bennan was among the black women who did not walk out of the 1990 conference. Some here said it was ironic that the NWSA was besieged by critics at a time when academic programs and scholarship in women's studies were flourishing on many campuses. Those observers worried that the NWSA's problems would be misconstrued and used by critics to tar women's studies programs.

**A Critic Attends**

One of the group's most outspoken critics was, in fact, in attendance: Christina Hoff Sommers, a philosopher at Clark University who joined the association last year. Ms. Sommers may have been hard to spot. Her sister, Louise Hoff, who accompanied her, was wearing Ms. Sommers's name tag. Ms. Hoff explained: "Christina had said some women might be hostile to her being here."

Ms. Sommers called the meeting disappointing. "I'm stunned by the incredible discrepancy between the mood and tone of this conference and that of other academic conferences."

She added: "Though I admit women's studies can be somewhat different, the difference is too extraordinary and it brings out the worst stereotypes against women—or being somewhat hysterical."

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Many others also said they had

come to present scholarly papers. Some credited the annual meeting with giving them ideas about new teaching methods. "Where else could you find an English professor, a sociologist, a philosopher, and economist all getting together talking about an interdisciplinary approach to teaching?" said April Aaral, an economist at Nazareth College of Rochester.

She and others also noted that other disciplinary associations were showing their share of politics.

Some come to the annual meeting specifically for the politics and activism.

Amel Kavar, a political scientist at Utah State University, said she did not believe top scholars in the field usually attended the meeting.

"If you're really taking scholarship seriously, you don't present here," she said. "It's light scholarship."

Still, she found the conference valuable for its discussions on diversity.

Jan M. Rogers, head of North Carolina State University's women's center, was frustrated that the discussions had not led to strategies for dealing with problems. She said that a three-hour meeting she attended was taken up by participants introducing themselves and explaining their backgrounds.

**The Biggest Faction**

For women who feel isolated on their campuses because of their disciplines, their ethnicity, or their politics, that kind of "bonding" is why they come. Conference who teach women's studies at community colleges—a growing trend—said it was important to meet others in similar positions. The same was true for women in eco-feminism, as well as for lesbians.

Many lesbians believe they are the biggest faction in the NWSA. The lesbian caucus's May newsletter said the group had grown to over 1,700—including non-members. "It appears we are the organization!" it stated. That perception has caused some problems for others.

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The town of Woodstock is in the northeast section of the state, 25 miles from the Massachusetts Turnpike and Route 395 interchange. Amidst established residences and sprawling farms, the Training Center borders Massachusetts to the north.

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In an interview, Mr. Vest agreed that integration may be the most critical factor for change.

"I don't want to be left out of the depth of math, science, and computation," he said. "But they can't be left hanging. They must be integrated into our ability to do real engineering work."

## NEW BOOKS IN HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

**Academic Year Ahead, 1992-93**, edited by Sara J. Green and Ed Laidlaw (Institute of International Education Books, 100 United Nations Plaza, New York 10017; 482 pages; \$39.95, plus \$3 for shipping). Contains information on more than 2,000 programs for students interested in studying abroad during the academic year.

**Beyond Planners: Modern Education in the Twentieth Century**, edited by Barbara Huzarsky and Norman G. Wilson (Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, Conn. 06881; 246 pages; \$49.95 preprint). A collection of essays on developments in U.S. medical education since the 1910 report issued by Abraham Flexner of the Carnegie Foundation for the Advancement of Teaching.

**Black Women in Higher Education: An Anthology of Essays, Studies, and Documentaries**, edited by Elizabeth L. H. Cleveland Publishing, 717 Fifth Avenue, Suite 2500, New York 10022; 341 pages; \$50 preprint). Includes materials from the 1860's to the 1980's.

**Directory of Puerto Rican Professionals Working in the United States**, compiled by Ramon Baez-Sanchez (Center for Puerto Rican Studies, Higher Education Task Force, Hunter College of the City University of New York, 685 Park Avenue, New York 10021; 132 pages; \$25 preprint).

**Minutes of an Obituary**, by Paul R. Hoffer, Jr. (Texas Christian University Press, distributed by Texas A&M Press, Drawer C, College Station, Tex. 77843; 288 pages; \$24.95, plus \$3.50 for shipping). Contains autobiographical essays by a professor emeritus of history at TCU.

**The Soviet System of Education**, by G. I. Pospelov and Irina Levin (Stankevich American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 130, Washington 20036; 140 pages; \$25 for AAACAO members, shipping in both cases). Presents information on all levels of the education system of the former Soviet Union; the book is intended in reference for admissions officers who are dealing with larger numbers of former Soviet students because of the establishment of new exchange programs.

ers in the NWSA—particularly when the association is restructuring itself to provide a better forum for its other groups. The NWSA is made up of about a dozen caucuses. Many in the "women of color" caucus complained that this conference had not fully addressed the conflicts that led to the problems in 1990. Ms. Boddie-Bennan, of the NWSA's steering committee, said she believed the many competing

expectations of the organization would be put to rest with a new constitution approved by members last week.

That was her one goal for the conference. She has another for the NWSA: "If I had my wish, we would stop comparing ourselves to other organizations. We're different. We need to commit to our goals, work in their conclusion, and celebrate our difference."

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## Information Technology



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**NORMAL, ILL.**  
TWO TEACHER EDUCATORS are putting the finishing touches on a software package they have developed to help deaf children learn to lip read.

The multimedia package, called "Read My Lips," will let the children read a story about dinosaurs and see a full-motion video on a computer screen. When the students see words they don't know, they can press a key to call up an image of an instructor demonstrating the correct pronunciation.

That project is just one example of the work under way with computers at the Illinois State University's College of Education. Over the past few years, the college has taken steps to make sure that the 800 prospective teachers it graduates each year are able to plan lessons that use computers.

"Our major commitment is to the notion that the computer is a tool in the classroom—like chalk, like a book, like a dictionary," says Thomas F. Ryan, the college's dean.

Increasingly, America's schools are

*Continued on Following Page*

## Teachers' Use of Computers Stressed by Education College

Graduates of program at Illinois State U. are expected to know how to apply technology in their lesson planning

By Julie L. Nicklin

## THIS ISN'T 'STAR WARS'

## Flying Robots Fail to Take Off, but Maybe That Wasn't the Point

By DAVID L. WILSON

People came to the Aerial Robotics Competition at the Georgia Institute of Technology's football stadium here expecting to see flying robots built by 15 teams from colleges and universities.

But most of the teams never got their robots off the ground.

The teams were supposed to build robots, most of which looked like small helicopters, that could fly without human intervention. Instead of a person at the controls, computers were supposed to keep the craft aloft and guide them on their missions.

But as spectators waited in 90 degree heat, one robot after another either failed to get off the ground or could be operated only by pilots using remote controls. Some of the most unusual designs, including a blimp from San Diego State University, were brought to the competition only as exhibits, because the teams involved were unable to solve technical problems.

## Only 4 Attempts

Only four of the robots even attempted autonomous flight. Observers were disappointed when those four robots, finally freed from human control, behaved like drunken, airborne food processors. Instead of locating and moving a test object, the robots wandered about the field aimlessly, dashed themselves against the AstroTurf, or simply plopped onto the football field, unable to continue.

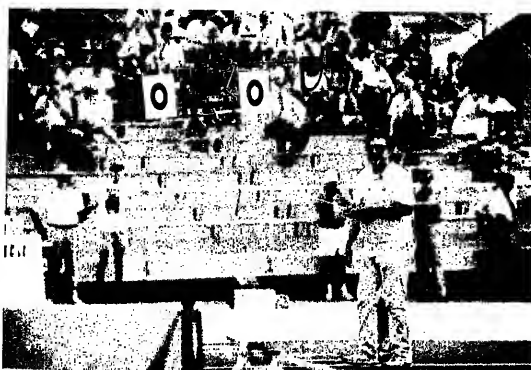
But Robert C. Michelson, a principal research engineer at Georgia Tech's Research Institute, who organized the contest, said the spectators' expectations had been skewed by Hollywood. "Everybody's seen *Star Wars*, and everybody thinks that robots are really easy to build," he said. Mr. Michelson said the teams had accomplished a great many impressive things, and although none of the robots was able to complete the assigned tasks, the competition was not a failure. "This is science," he said. "Scientists make progress by experimenting, seeing what works best, and what doesn't."

## The government, big corporations, they can't build what we've asked these students to build. It's really hard," he added.

Content's 2nd Year

This is the second year the contest has been held, and Mr. Michelson said he was confident that next year's entrants would come closer to achieving the goals. He drew a parallel between the colleges' efforts and the challenge to achieve human-powered flight, which stood for decades before a team of researchers finally accomplished the task in 1977.

The competition is sponsored by the Association for Unmanned Vehicle Systems, where Mr. Mi-



A member of a Georgia Tech team uses a radio-control device to fly his group's entry in Aerial Robotics Competition. Efforts to perform that feat by computer proved less successful.

chelson is executive vice-president. The team scoring the most points wins \$10,000.

Computers control the robots, attempting to maintain stable flight and carry out the mission. Once airborne, some sort of navigational system and sensory devices are needed to guide the robots to a bin containing six metal disks. The metal disks—about three inches across and painted fluorescent orange—look like tiny reels used for movie film.

The robots must be able to find a disk, grab it, fly over a three-

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foot tall barrier, find another bin, and deposit the disk in it. A perfect flight would see a robot complete the procedure with each of the six disks before finally returning to its starting point for a gentle landing.

A team from the Naval Academy, whose robot's guidance system wasn't quite ready in time for the competition, demonstrated how difficult the tasks would be even for a human pilot. Their radio-controlled helicopter, operated by a midshipman, swooped and plucked about the competition arena, buffeted by gusts of wind. After several tries, the rig actually managed to grab one of the disks, to cheers from a small crowd. But over the other about as the operator fought for control, and the disk eventually fell from the retrieval mechanism.

Most of the 15 teams that originally entered the contest were unable to compete because of equipment problems. Many transported their machines to the stadium

Hula-Hoop," explained Corey Maye, a member of the team who is studying aerospace engineering and will be a sophomore in the fall. The team bought a broken model airplane for \$30 and spent an additional \$700 installing high-tech hardware in an attempt to give the craft sensors and a navigation system. "If we gave out a prize for the least expensive vehicle, they'd win it," said Mr. Michelson. Some of the projects were worth \$20,000, plus the cost of computers and other equipment lent to the teams by their institutions and corporations, he said.

## A Mockery

The awarding of the top score to Hula Saucer brought forth some not-so-sportsmanlike comments from fellow competitors. The craft was launched in the direction of the first bin, crashed nearby, giving little evidence of any control whatsoever. "I guess if I throw a rock up in the air and it lands in the bin, that's autonomous flight," said a mem-

ber of another team. "I really think this is a mockery of the contest," said another.

But J. Chris Thompson, an engineering researcher at Georgia Tech, insisted that his team's craft was legitimate and was under control at all times.

## Prize Is Split

The three judges declined to give the full prize to Hula Saucer, citing the fact that no vehicle had accomplished the assigned tasks. Instead, they awarded \$5,000 to Hula Saucer's team. Another team got \$3,000. Both teams flew craft that resembled helicopters.

Mr. Michelson said none of the five entrants in last year's competition had come close, either, but each of them got part of the \$10,000 prize.

Raymond C. Simon, who will be a senior in mechanical engineering at the University of Dayton this fall, said he was not disappointed at the poor showing by his team's helicopter. "I learned an awful lot doing this," he said. For his entire college career, he said, he has worked largely with other mechanical engineers. This project forced him to work side by side with computer specialists, electronic engineers, and software designers. "It taught me how to work with other specialties."

That was one of the major goals of the competition, Mr. Michelson said. Next year the association will sponsor a contest for ground vehicles. The aerial robotics competition is also expected to go on, said Mr. Michelson, who does not think that the tasks assigned to teams flying the flying robots are too difficult. "It's supposed to be hard. If it's too easy, there's not much point to it."

## Program Expects Teachers to Learn Use of Computers

Continued From Preceding Page

pressing education programs to produce elementary- and secondary-school teachers who can use computers as teaching tools. More than 95 percent of the nation's public schools now have one or more computers, according to reports by the Office of Technology Assessment. School-reform movements emphasize the importance of technology in instruction. And computers are common in a growing number of homes.

## Lagging Teachers

Yet many teacher-training programs produce graduates who are less proficient with technology than their future students, some teacher educators say.

David G. Imig, executive director of the American Association of Colleges for Teacher Education, says roughly 20 percent of the nation's teacher-training programs are on the cutting edge of technology. About 60 percent offer one or two courses that introduce students to technology or concentrate its use in a few areas, he says, while the remaining 20 percent have not taken the first steps.

Illinois State is one of a small number of institutions that are trying to weave technology throughout teacher-education administration, course work, and research projects.

"That's a stage beyond where most people are," says Jerry Willis, a professor of instructional technology at the University of Houston, who heads the Society for Technology and Teacher Education. "A lot of education schools are just dealing with computer literacy."

In March the society, which is a division of the Association for the Advancement of Computing in Education, gave Illinois State a national award for "Best Integrator of Technology Into a College of Education."

Many teacher educators fear that if technology is not taught, or is just taught in a few courses, students will see it in isolation. Blending technology throughout the curriculum, they say, lets prospective teachers see that computers can become an everyday teaching aid.

"We are really struggling with that," says Mr. Imig. "It is absolutely essential, because that's what prospective teachers are going to have to do in schools."

## Cost and Reluctance

So far, teacher-education programs have had varying degrees of success in integrating technology into their curricula. Many programs cannot afford the equipment that would let them make technology a priority. And some professors are reluctant to use computers.

Illinois State is working through those problems. The College of Education began to introduce technology piecemeal into its programs in the 1970's. Since the late 1980's,

## Information Technology

the International Business Machines Corporation has lent the college computer equipment valued at \$100,000 under a "Try It and Buy It" program and has donated nearly \$750,000 in hardware and software.

The center of computer activity at Illinois State today is Room 532 in DeGarmo Hall. More than 100 personal computers used by professors and administrators are being linked to three minicomputers there to form a network. The network will let people send electronic mail and use more sophisticated software. Eventually, equipment in the college's nine computer laboratories will be on the network.

## Workshops and Grants

Several administrators and professors have led the college's move into technology. To attract other supporters, the college sponsors computer workshops and awards grants to professors who have innovative ideas for using technology for instruction.

About 80 percent of the college's 120 faculty members now use computers in their courses and for administrative work. The remaining 20 percent are interested or don't see the need. "We can't have not taken the first steps,"

**"Being aware of the technology and what it can do for you is more important than the computer you use."**

job, we beg, we bribe, we tempt you, we do whatever it takes," says Mr. Byrnes, the college's dean. "And, ultimately, there are some people you are going to ignore."

Around the corner in DeGarmo 304 is the Multimedia Development Laboratory, where computer specialists help professors and students create software. That is where Joseph A. Vils, an assistant professor in the Applied Computer Science Department, and Kathleen Ahlers, a teacher of the hearing impaired at Thomas Metcalf Elementary School, developed "Read My Lips."

Downstairs, DeGarmo 309 houses the education school's main computer laboratory, which includes about 55 Apple Macintosh and IBM compatible machines.

Seventy-two courses require students to use software packages or to develop their own instructional programs.

Last year, Wayne A. Benenson, an assistant professor in the Department of Curriculum and Instruction, helped his graduate students create a program to teach schoolchildren how to resolve conflicts. To develop the package, the students used a program called "LinkWay."

Fourth graders who used the interactive package saw on the computer screen a picture of two students fighting. To stop the fight, the students could choose to have the school's principal mediate the dispute or to let the two fighters work out the problem. The users'

selection led to a new set of choices—and so on until the conflict was resolved.

Mr. Benenson says his students had had little training on computers, other than using them as word processors, before they developed the program. But after several courses and field experiences, "they were talking like computer teachers," he says.

DeGarmo 304 houses special audiovisual equipment for research projects. Jeffrey B. Hecht, an assistant professor, uses the equipment to record the progress of a project in which 500 Chicago students are using computers in their homes to improve their academic skills.

Across the street from DeGarmo is Fairchild Hall, which has a special-

education laboratory with about 25 computers. Education students use the lab to evaluate software and to try out equipment for children with disabilities. Often the students work with children from Illinois State's two laboratory schools.

To help a child with poor muscular control, for example, some prospective teachers last year put a switch that would act as a return key in a palm-sized, cloth bag so the child could squeeze the bag to work through a program.

## "We've Opened a Lot of Doors"

"My students have to think through all of this," says Ming-Gon John Liao, a professor in the Department of Specialized Education and Development. "We've

opened a lot of doors and windows for a lot of possibilities."

The college's computers are of many models, and some are out of date. Those realities, officials say, are a benefit in teacher training because many schools in which the students will eventually teach will not have the newest equipment.

"It really helps our students to see the diversity of computers," says Marygrace Sirma, a coordinator of technology transfer. "Being aware of the technology and what it can do for you is more important than the computer you use."

Just a few yards from Fairchild is Metcalf Elementary, and further down the road is University High School. Both are public institutions run by the university as lab-

oratory schools. Every Illinois State education student must log at least 100 hours of observation and experience in the local schools or the laboratory schools. Because the lab schools have computer facilities, the hours students work there are often spent with computers.

This past spring, Rita Fisher, a sixth-grade teacher at Metcalf, had seven education students working with her class on computers. Among other activities, the prospective teachers helped the students write letters, create charts, and locate points of longitude and latitude on maps. "I don't want the new teachers to be afraid of teaching with computers," says Ms. Fisher. "I want them to feel that they can give it a try."

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## Education Agency Working on Changes in Its Management of U.S. Student Aid

By THOMAS J. DELAUGHRY

WASHINGTON  
More than a year after acknowledging serious shortcomings in its management of federal student-aid programs, the Education Department is working on reforms. But critics and agency officials agree that the process has only begun.

The department has released a plan for reorganizing its student-aid operations, hired special investigators to review loan-guarantee agencies, and sought proposals for developing a new student-aid database. But the agency continues to be plagued by revelations of how much it does not know about the 20-billion a year in federal funds and bank loans that it is supposed to manage.

The quality of the department's work will become more and more important to many colleges in the next few years as it carries out Congress's plan to bring down the 3.4-billion cost of student-aid programs by giving hundreds of trade schools and colleges from the loan programs.

A 1990 law says that institutions with student-aid default rates above 35 per cent for three consecutive years should be banned from the loan program. Each annual

rate reflects the proportion of borrowers who were due to begin repaying their loans that year who did not. This year, the department identified 179 colleges and trade schools that had exceeded the default rate for three years, and removed 138 of them from the programs.

Department officials expect to proceed against an additional 300 to 500, beginning this month, when new default rates are issued. Next year, when the cut-off rate drops to 30 per cent, as many as 2,000 institutions could be vulnerable.

### Escalating Defaults

The same concerns about escalating defaults that led Congress to create the cutoff system in 1990 caused lawmakers and others to question the Education Department's management. Congressional investigators and a few newspapers reported on several cases in which unscrupulous trade-school owners had qualified for and collected millions of dollars in student grants and loans, even though they provided low-quality education that did not prepare students for jobs.

In April 1991 the Bush Administration agreed that it had not been



Sen. Tom Harkin: The plan is an example of the department's failure to keep promises of reform.



James B. Thomas, Jr.: The department can't even prevent defaulters from getting new loans.

paying enough attention to institutions that were qualifying for aid. A joint report by the Education Department and the White House Office of Management and Budget urged the department to:

- Reorganize and enlarge its student-aid office;

- Improve its oversight of guarantee agencies;

- Strengthen its rules governing state licensing, private accreditation, and federal certification of institutions that receive federal aid; and

- Upgrade its data systems and financial records.

More than 14 months later, Gerald R. Riso, Deputy Assistant Secretary for student financial assistance, acknowledged that many problems remain. "I would not want, in any way, people to think the job is done," he said in an interview last month after he announced plans to resign this month to accept a post at the Department of Housing and Urban Development.

"Some things were doable early on, some will take six to seven months, and some will take four years," he said.

Many outside observers credit officials of the department with

demonstrating more interest in cleaning up the aid programs, but the observers note that the process has only begun. "There seems to be an effort to make the trains run on time," said A. Dallas Martin, Jr., president of the National Association of Student Financial Aid Administrators. "But, we think there's a lot more to be done."

Mr. Martin said department officials had become less confrontational in the last six months when they've had disputes with campus aid officers over audits or reviews of their programs. He said the officials also seemed more willing to admit that they'd made mistakes.

"More Open and Honest"

"All of these are positive signs," he said. Mr. Riso, the Deputy Assistant Secretary, said one important improvement in the past year had been the hiring of new employees with valuable experience in finance. The student-aid office expects to add 75 people to its staff of 1,000 by the end of the year—half the number recommended in the OMA report. Mr. Riso blames Congress for not providing the money to hire more people.

He credits the new staff mem-

bers' experience, his own leadership, and that of Carolyn Reid-Wallace, Assistant Secretary for postsecondary education, with making the student-aid office more confident of its abilities. In the past, he said, too many staff members had come to view themselves as "victims" of the problems in the aid programs.

"What these folks needed was some stability and some sense of 'Here's the job and now go ahead and do it and I'll back you,'" he said.

Mr. Riso said the department's hiring of special investigators to assess the health of guarantee agencies, and his closer contact with agency heads, had given him more confidence in the student-aid system. "We have dramatically improved our capacity to monitor the performance of guarantee agencies," he said, adding that he would give the guarantee-agency system a 9 on a scale of 1 to 10, up from a 7 one year ago.

He added that the department had also complied with several other recommendations by sending Congress suggestions on how to tighten the system of licensing colleges and trade schools.

OMA's recommendation that the



Special Collection: Arctic artifacts at Bowdoin B4



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## WASHINGTON ALMANAC

### In Federal Agencies

**Adult education.** The Education Department has issued final regulations that amend existing regulations governing adult education and literacy programs (Federal Register, June 3, Pages 24,084-109).

**Coal research.** The Energy Department has proposed rules to revise or eliminate certain programs in the Office of Fossil Energy, including the University Coal Research Laboratories Program. Comments must be received by July 20 (Federal Register, June 19, Pages 27,395-97).

**Disabled workers.** The Education Department has issued final regulations to amend the State Supported Employment Services Program, which governs education and vocational rehabilitation programs for people with disabilities (Federal Register, June 24, Pages 31,432-43).

**Energy research.** The Energy Department has proposed rules to clarify criteria for grant awards in the Special Research Grants Program. Comments must be received by July

24 (Federal Register, June 24, Pages 26,137-43).

**Foreign periodicals.** The Education Department has issued final regulations to govern the Foreign Periodicals Program, a part of the Higher Education Act that awards grants to colleges and universities to acquire and preserve periodicals published outside the United States (Federal Register, June 12, Pages 24,353-57).

**Veterans' benefits.** The Veterans Affairs Department has issued a final rule that would allow veterans to file their monthly verifications of enrollment in an educational institution by telephone, rather than on paper (Federal Register, June 9, Pages 24,367-68).

**Veterans' benefits.** The Veterans Affairs Department has proposed a rule that would require employers

instructing veterans under the Veterans' Job Training Act to certify, no later than September 30, 1993, the number of hours worked by the employees. Comments must be received by July 9 (Federal Register, June 3, Page 24,447).

### New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

### HOUSE OF REPRESENTATIVES

**Agricultural education.** H.R. 3343 would make community colleges eligible to participate in a competitive federal grant program for food-and-agricultural-sciences education. By Representative Hughes (D-N.J.).

**Biomedical research.** H.R. 3381 would authorize the establishment of five centers for research into health concerns of middle-aged women. By Representative Lloyd (D-Tenn.).

# Section 2

July 1, 1992

## Why Do Academics Continue to Insist on 'Proper' English?

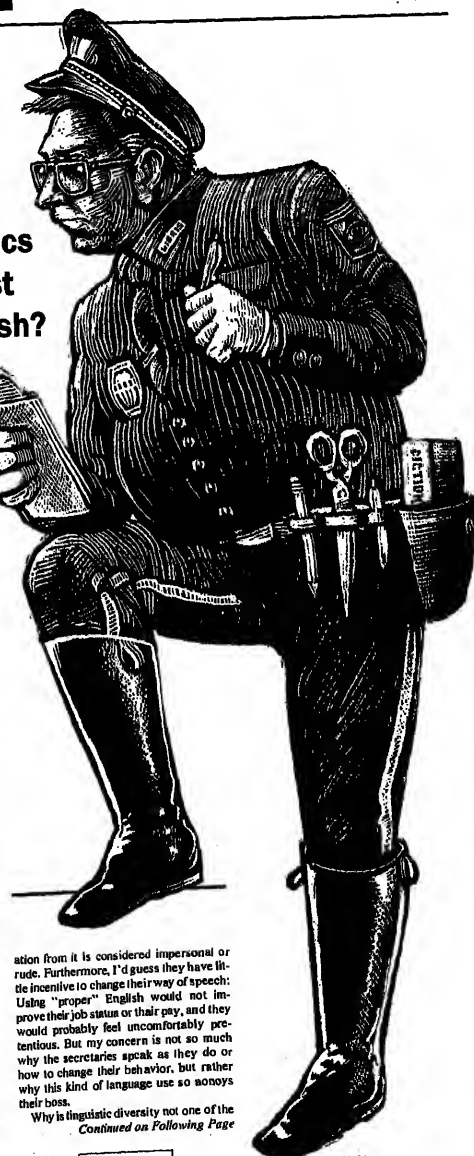
By Dennis Burch

**B**ECAUSE I'm the only linguist in my English department and since I deliver regular pronouncements on the state of the English language for the local public-radio affiliate, I catch most of the questions and complaints about grammar called in to the English department by university employees, concerned citizens, and the occasional state legislative aide. Most of their queries have to do with the proper use of *that* and *which*. These are not massive issues, but they are important to the callers.

Recently I fielded a call from a senior editor at a university press who wanted to know why her secretaries couldn't or wouldn't use proper English when they spoke on the telephone. What especially irked her was their insistence on saying "they way." The editor was alarmed that they were not learning correct English in high school.

The editor's concern about her secretaries' use of language makes me wonder why diversity in English remains so unacceptable in this era of "political correctness" in academe. My caller's reaction to "they way" and other examples of what is generally diagnosed as non-standard English is not surprising, but it seems inconsistent with other liberal attitudes.

For example, the university press for which the editor works, like many other presses, publishes its share of books concerning politically correct and culturally diverse topics. But few of those works deal explicitly with linguistic variety and language change. Had the editor known any language change, the story of things about sociolinguistics, the study of the ways gender, class, and other social variables affect use of language and attitudes toward it, she might have understood her secretaries' reluctance or their inability to use standard English on the telephone.



ation from it is considered impersonal or rude. Furthermore, I'd guess they have little incentive to change their way of speech: Using "proper" English would not improve their job status or their pay, and they would probably feel uncomfortably pre-tentious. But my concern is not so much why the secretaries speak as they do or how to change their behavior, but rather why this kind of language use so annoys their boss.

Why is linguistic diversity not one of the

Continued on Following Page

A ban on federal support of fetal-tissue-transplant research using tissue from induced abortions will continue—for at least a year.

The House of Representatives failed last week to override President Bush's veto of a bill that would have lifted the ban.

According to a Senate source, both the House and Senate will soon consider new bills that would lift the ban in a year if the President's proposed fetal-tissue ban failed to deliver adequate supplies of tissue to researchers.

The President has ordered the National Institutes of Health to create a grant program to set up banks for fetal tissue from ectopic pregnancies and miscarriages.

Many researchers question the feasibility of the banks. They say that from those sources is extremely difficult to procure and is often genetically abnormal.

The provision to lift the ban was included in a bill that would reauthorize parts of the National Institutes of Health for five years.

Overturning the moratorium has been a major goal of biomedical researchers, who say that transplanting tissue from abortions could be important in developing treatments for many afflictions.

Mr. Bush said in a statement that using the tissue for transplantation research was "inconsistent with our nation's deeply held beliefs."

—STEPHEN BUD

A federal limit on the rate that universities can charge the

government for administrative-overhead expenses takes effect this week for many colleges and universities.

Federal officials have estimated that the change will reduce the payments some major universities receive for the overhead costs of federally-financed research, at least in the short run, by a total of as much as \$80- to \$100-million.

The new policy prohibits universities from charging a rate above 26 per cent for the administrative portion of overhead costs. That's close to the average rate for major institutions, according to the White House Office of Management and Budget.

The change takes effect at the beginning of each university's new fiscal year, which is this month for many institutions.

More than half of the top 100 recipients of federal research and development money will lose overhead payments under the new policy, because they had negotiated higher rates than that with the government in the past, based on their calculations of their actual costs.

The University of Michigan, for example, would be one of the biggest losers.

Its administrative rate has been about 34.5 per cent. The new limit would reduce its overhead reimbursements by about \$8.5-million in the coming year.

A rate of 26 per cent will mean universities can charge no more than 26 cents in administrative overhead for any dollar they receive for the direct cost of research.

—COLLEEN COORES

1992-07-01-06A



## Why Do Colleges Continue to Insist on 'Proper' English?

**Continued From Preceding Page**  
diversities that academe has chosen to honor. It continues to broaden its curricula and perspectives? Educators (and editors) frequently categorize people who say "they was" or "she don't" as "linguistically impoverished, socially deprived, educationally backward, and only marginally employable. But of course this isn't necessarily so. I know lots of people who use these stigmatized forms of English who make more money than most academics.

Even as we celebrate cultural difference in American history, society, and literature, we fear and reject diversity in the American language, where "correctness" and standardization remain the academic goals. It's time to explode the canon and rewrite the syllabus in the name of cultural pluralism or to restructure the classroom to accommodate the different learning styles of students. It's even acceptable now in most disciplines to "rewrite" stan-

dard English to make it more fair in matters of race, gender, age, and ethnicity. But it still borders on the unethical to allow students to practice linguistic diversity unchecked. Let's face it: Most English instructors believe that failing to enforce language standards could cost them their jobs.

**NOT TO WORRY, THOUGH:** Despite their minimal training in grammar and the usage and history of language, most English teachers warm to the task of serving as language police. Even the most politically enlightened literature instructors join with more conservative counterparts in complaining about students' poor command of English. By this they usually mean not an inability to reason cogently or marshal evidence in an argument, but poor spelling, apparently random punctuation, inappropriate diction and idiom, limited vocabulary, and incon-

sistent application of standard conventions for writing footnotes.

Although students have certain nontenured rights, language rights are not among them. And while instructors now think twice about denying the validity or value of the personal histories that students bring with them to class, deconstructionists—who encourage a playfulness with language—draw the line at solocism that is not self-reflexively ironic. Even radical Marxists and Freudians don't hesitate to invalidate the language that students use to express their highly personal and culturally diverse experiences.

Furthermore, many otherwise enlightened instructors still insist that three spelling errors or a slip in grammatical agreement means a failing paper. Red ink remains the rule, not the exception, the rationale most often being that non-standard language gets in the way of logic and argumentation. But that is true only if readers and listeners let it be true.

For example, in language as well as in mathematics, double negatives form positives only in certain limited instances. A "not unkind remark" is almost—but often not quite—a kind one. It is true that multiplying two negative numbers results in a positive one. However, when you add two negative numbers the result is an even greater negative. Similarly, in most cases multiple negation serves as an intensifier. "They don't like no grammarians," while non-standard, cannot normally be interpreted as a positive. Also, its meaning is not unclear.

Putting it bluntly, upon close examina-

tion of the inappropriate splitting of nouns, not infinitives; through internal discord, not subject-verb disagreement.

Nonetheless, "they was," "she don't," double negatives, and similarly stigmatized constructions continue to evoke negative responses and cause concern. And just as predictably, people continue their non-standard usage; language doesn't readily change in response to top-down dictates. If it did, teachers and editors wouldn't have to keep repeating themselves.

**WHEN I RECALL** the linguist James Sledd's assertion some years ago that not everyone might find standard English as attractive as academics seem to, I wonder whether academics ought to involve enforcement of language standards at all. Not because it sounds against standard English: The evidence of standards and the debate that surrounds them are as natural as the existence of linguistic diversity. My point is that standards and diversity are essential and both need the attention of the academy.

Ironically, the enforcement of language standards frequently tends to backfire, producing diversity where uniformity was intended. Students, convinced that the words that they normally want to use are probably wrong, make new mistakes as they try to avoid their instructors' censure. This in turn increases the ease load of the language police.

Even so, I doubt that language diversity will become politically correct in academe in the near future. English teachers dig tenaciously to the gatekeeping function served by the proper use of language. Further, when queried, most parents, whatever variety of language they use, want their children to learn "good" English (or

"Upon close examination standard English is a myth or, at best, an imperfect and vague set of rules of etiquette.")



tion standard English is a myth or, at best, an imperfect and vague set of rules of etiquette that many of us try to follow in our own haphazard way. The truth is that language varies, whether we like it or not. Not only does English usage vary at the offices of a Midwestern university press, but it also varies in the United States, in other English-speaking countries, and in the rest of the world where English serves as a lingua franca. Recognizing this diversity, many language experts have begun to speak not of World English but of World Englishes. That is all the more reason to respect linguistic diversity to treat it as the expected, not the exception.

The use of non-standard English is often incorrectly linked to a decline in intellectual standards. Unbending supporters of standard English insist that without careful measures of correctness, language will decay, communication will break down, and civilization as we know it will disappear. Literacy, already imperiled, will deteriorate even further. And scores on standardized tests will plummet.

But, although warnings that linguistic diversity will produce cultural decay have been bandied about for centuries now, variety in language is a sign of health rather than disease. Language does not when it is misused, but when it is silenced. It is more likely that English will meet its end

French or Spanish or Japanese) in school. And people still carry with them the notion that in matters of language, there is just one right way of speaking and writing. So strong is linguistic insecurity that when I ask my students—who have been practicing their language skills for 18 to 30 or more years—whether they feel they use language well, most say no, they could do better.

So, what advice did I give my student, who wanted her employees to use standard language? Although I'm not sure that a behavioral approach to language change would help, my advice to the editor was to call her secretaries assistant editors.

Since language generally conforms itself to situation and because "editors" carry more formality and prestige than "secretaries," perhaps a title change would elicit the desired linguistic response. That would probably work, though, only if the renowned editors also took on editorial responsibilities. What I am sure of is that as difficult as it is to turn "they was" into "they were," it is just as difficult to convince teachers and editors that subject-verb discord is not pathological.

Dennis Baron is professor of English and linguistics and director of freshman rhetoric at the University of Illinois at Urbana-Champaign.

### OPINION

### LETTERS TO THE EDITOR

## Treating Scholarly Articles as Valuable Commodities

TO THE EDITOR:

"Scholarly Articles: Valuable Commodities for Universities," by Scott Bennett and Nina Matheson (July 27), involves a host of issues. Should universities collect part of the consulting fees for their faculties?

Should universities claim the Nobel money or their faculty's royalties? Should the earnings of faculty and administrators from corporate-board memberships be paid to the university?

In "protecting" copyrights on faculty writing, might universities encourage faculty to write only on "hot" or newsworthy topics where there is money to be garnered? Would research become journalism? Would grants have to be filed annually? Managing may not be always in the faculty's interest.

Experience suggests that scholarly journals in the social sciences export great liberality in their policies on permission to reprint. The *American Journal of Economics and Sociology* invariably gives permission to authors to reprint for class use, and almost other cases as well, except by those that involve anti-profit invasions and organizations.

Not all faculty are gifted authors. Some are not writing in their native language. Many have great difficulty in preparing proper "cover letters" or "cover notes." Co-authors may leave much needed tidying up to each other in other words, undone. The Chronicle article contains no acknowledgment of the amount of work and still put into "scholarly contributions" by the staffs of the journals, which might be a justification of some small earnings being due them. There is great value in the amount of reviewing journals do, but what they do is vital to the production of the articles printed.

Referees also significantly contribute to making an article worth publishing. This academic courtesy usually gets some acknowledgment annually in a published list in a journal. It is hoped that their employing institutions regard this as good publicity and as an attraction to the high stand-

ing the referees occupy in their fields. If they are covered by their institutions, any costs are, perhaps, reimbursed many times over by grants, research funds, enhanced size and quality of student enrollments, and the willingness of good faculty to come to and stay at these institutions.

That these collateral benefits are understood by universities is shown by their willingness to provide secretarial help, space, equipment, and supplies to resident journals, and released time to their editors.

It is rare, but some authors convert, or in the innocence of youth, make multiple submissions, or try to



engage in duplicative publication of essentially the same material. Journal editors must be vigilant in order to know they are getting new material. They do not want to waste space and time, nor to be told by another publisher that they have violated in a contractual way the same material.

Furthermore, the suggestion that decreasing the number of literary subscriptions to journals (particularly non-profit and even subsidized ones) does not seem like a good way to increase the production and dissemination of knowledge. Facilities benefit from the existence of journals and they, in turn, need subscription income.

In many cases the earnings of the



"Class, who can tell me who Mr. Billingsley did wrong. In addition to majoring in this discipline?"

journals are part of the income of institutions and help defray other expenses such as annual meetings and other member services. Some journals have student subscriptions at give-away prices. Most social-science journals have quite modest subscription rates.

Yes, there are some outrageous examples of profiteering by journal publishers. This needs combating by a selective, rather than a general, policy, particularly one that may lead universities to displace research interests to their faculties.

FRANK C. GENOVESE  
Editor in Chief  
American Journal of Economics  
and Sociology  
Professor Emeritus of Economics  
and Graduate Dean Emeritus  
Babson College  
Babson Park, Mass.

TO THE EDITOR:

In their case . . . Scott Bennett and Nina Matheson misinterpret current copyright law. Scholarly articles produced by individual faculty members cannot be considered works for hire. Under Section 101 of the Copyright Act of 1976, a work can only be considered as made for hire under one of two conditions: (1) a work prepared by an employee within the scope of his or her employment, and (2) a specially commissioned work within a specified list of categories.

Most scholarly articles by professors will fit neither definition. Universities typically do not commission a professor to write a particular article, nor do scholarly articles normally fit within the specified categories required for made-for-hire designation in a commissioned work. Similarly, the articles are not written within the scope of employment, as the U.S. Supreme Court has defined it.

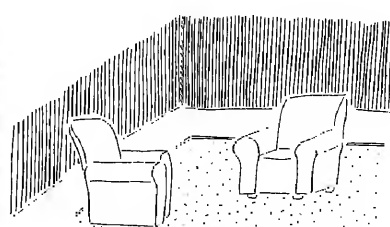
With the typical scholarly article, the professor conveys of, researches, writes, and markets the work without any involvement by the school, except for the fact that the professor may utilize certain university facilities such as the library or computer center. Such use alone is not enough to designate the work as made for hire. While such publication may reflect an overall quality of the professor's scholarship for promotion, tenure, and merit-pay purposes, the university exerts no control over any individual article.

What Bennett and Matheson are really suggesting is that university professors assign all their rights in their articles to the schools. While this would benefit the institutions, it would do little for the faculty. Blanket assignment of rights would result in professors' giving up control of their own work prior to their even creating it.

A far better course would be for professors to retain the right to negotiate their own deals, but to become more aware of what they are giving up when contracting with journals. Unfortunately, this does not often happen, as Bennett's and Matheson's example of the professor who could not get permission to distribute copies of his article to his students illustrates.

This example actually makes no sense under copyright law, as there is no provision in the Copyright Act to allow an author to recapture rights previously assigned away by "unpublishing" the article. Bennett and

### ACADEMIC AFFAIRS



THE CHAIR OF PHILOSOPHY CORNERS  
THE CHAIR OF THE SCIENCES

THE CHRONICLE OF HIGHER EDUCATION

Matheson don't mention exactly what rights this professor signed away. If he gave up all rights to the article, as is often the case, the distribution of photocopies of the professor's own typewritten would amount to the same violation as redistribution of photocopies of the article from the journal. (However, a good argument could be made that both situations are allowable as fair use.)

The only way that photocopying the professor's own typewritten would make a difference is if the journal's copyright extended only to the layout and other aesthetic features created by the journal rather than to the article itself. In such a scenario there would be no difference in whether the professor or the school held the copyright for the article, as the journal's copyright would still cover these features "authorial" by the journal. In other words, assigning the professor's rights to the school would not have added him at all.

If, however, the professor had kept the right to photocopy the article and distribute the copies to his students, his problem could have been avoided.

Contracts with publishers are negotiable. Faculty authors should make sure they retain whatever rights to their scholarship they feel they are necessary for their teaching. This practice would require professors to become familiar with their various rights under copyright law.

ALLEN LICHTENSTEIN  
Attorney-at-Law  
Part-Time Instructor of Communications  
University of Nevada at Las Vegas  
Las Vegas, Nev.

## Lincoln U. denies link between testimony, 'gift'

TO THE EDITOR:  
I am writing in reference to your June 24 article on the allegation by *Black Issues in Higher Education* that Lincoln University was promised a "generous gift" in return for my testimony on behalf of Chinese professors for the Supreme Court ("Publication links donation to testimony," in Brief).

From the time the *Black Issues* reporter first contacted me, he seemed very intent on corroborating rumors that pursuing tests. I told him that Elena Yee was introduced to me by Armstrong Williams, whose public relations firm had been retained by Lincoln in August 1990 to help us

identify potential donors for our capital campaign.

In the late spring of 1991, Mr. Williams first talked to me about Elena Yee, whom he introduced as an ambassador-at-large and heir to the Eli Lilly estate. In a letter to me dated June 18, 1991, before Justice Thurgood Marshall's resignation from the Supreme Court, Williams mentioned his contact with Ambassador Yee as Lincoln's behalf. My first letter to Yee, on June 28, 1991, preceded the resignation of Clarence Thomas. This simple chronology should have demonstrated that there was no connection between my support of Thomas and my contact with Elena Yee. Confronted with this evidence, *Black Issues* came up with the "theory" that a "deal" was somehow struck even before Thomas was nominated.

Neither the *Black Issues* reporter nor his "sources" in Lincoln produced one shred of evidence or information to support their fabricated story. In fact, when real-life events did not conform to the story, they just added another twist. Thus, when Ambassador Yee's gift did not materialize right after her visit to the campus, as suggested by the original version of the rumor, "harkened back," these sources claimed that Elena Yee had "disappeared," leaving me "dipped." In fact, I told *Black Issues* that I met with Elena Yee in March and April 1992 and was in contact with her by telephone and by letters during the period when she supposedly had "disappeared."

It is noteworthy that the *Black Issues* reporter made no effort to get any information from the university's records during the time he was

Continued on Page B6

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 300 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

107-8-1-16

## SPECIAL COLLECTION

# Arctic Studies at Bowdoin



Donald B. MacMillan, Bowdoin class of 1898, accompanied Robert E. Peary on his historic expedition to the North Pole. In 1909, MacMillan himself later led more than 28 Arctic expeditions.

By Zoë Ingalls

THE POLAR BEARS are washed in an eerie green light that causes their eyes to glitter. A quick double take, and it becomes clear that the tumbler of life in the creature was supplied by a taxidermist. And the green light, it turns out, is part of a night-vision security system.

The polar bears and their companions—musk oxen to the left, seals and walruses to the right—are arranged along a deep shelf that runs the width of the Peary-MacMillan Arctic Museum on the campus of Bowdoin College. They are a conspicuous part of a wide-ranging assortment of oddities and treasures that make up the college's Arctic collection: natural-history specimens, artifacts, equipment, drawings, diaries, correspondence, films, and photographs to divert museum-goers and engage scholars.

The Arctic collection is divided between Bowdoin's museum and library and is complemented—and regularly augmented—by the college's Arctic Studies Center, which promotes education and research efforts. Bowdoin College is a natural repository for a collection on the Arctic, according to Susan A. Kaplan, director of the museum and the center. Research began in 1860, when Paul A. Chaboussier, a professor of chemistry and natural history (and later the president of Williams College), took 20 students on a voyage along the coasts of Labrador and Greenland.

Other major expeditions followed, and the names of such natural landmarks as Bowdoin Canyon, Bowdoin Harbor, and Bowdoin Bay attest to their success. But by far the most famous expedition was the 1909 attempt on the North Pole by Robert E. Peary, class of 1877. Whether Peary made it to the pole is still the subject of controversy among scholars, Ms. Kaplan says. The truth may never be known, she adds. But Peary, who made eight other Arctic expeditions, is still regarded as one of history's great explorers.

Peary's chief assistant on the 1909 expedition was Donald B. MacMillan, Bowdoin class of 1898. MacMillan himself later led more than 28 expeditions to the Arctic and, working with Richard E. Byrd, pioneered the use of aircraft in Arctic exploration.

Guiding a visitor through the museum, the curator, Orville F. Bigelow, says that in Peary's day the pole was an exotic, tantalizing unknown. "People knew less

about the North Pole than we did about the moon in the 1960's."

After 1909, the focus shifted from reaching the pole to learning more about the unknown regions surrounding it, Ms. Kaplan says. There is still a lot to learn, and a strength of Bowdoin's Arctic collection is its virtue—largely unutilized—to a wide range of scholars, including ornithologists, linguists, meteorologists, and naval and film historians.

Mr. Bigelow pauses in front of a map of the Arctic—at the site of the North Pole, a minuscule American flag waves from a wooden staff the size of a toothpick. He notes that Bowdoin's collection covers Baffin Island, Ellesmere Island, Greenland, and Labrador. Also included are materials on Alaska, Canada, Iceland, and the Northwest Territories.

The museum exhibits comprise a potpourri of equipment and memorabilia associated with Peary, MacMillan, and other Arctic explorers, ranging from Peary's camera and sextant to one of the sledges used on the 1909 expedition. Also on display are a variety of early 20th-century Inuit artifacts.

Like most museums, the Peary-MacMillan displays only a small portion of its holdings. Up a series of steep, narrow stairs is a storage room where the largest, and perhaps most exciting, portion of the collection is stored: 300,000 feet of movie film, 2,300 hand-tinted glass lantern slides, and about 25,000 still photographs, covering the period from 1860 to 1991.

The motion-picture archive is closed while staff members work to conserve the rapidly deteriorating nitrate and safety films, which self-destruct with age. Unable to risk projecting the film, the curators themselves don't even know exactly what they have. But the films they have been able to conserve so far reveal images rich in material for scholars from anthropologists to zoologists.

In many cases those images are complemented by special collections—logs, journals, and correspondence of MacMillan, Robert A. Bartlett, and other explorers—only a short walk from the museum. A wildlife biologist, for example, could view Bartlett's films of wild birds and then study his journals containing "a detailed record of every single bird that flew past his vessel," Ms. Kaplan says.

The ethnographer could take advantage of the fact that, although he was not a scholar, MacMillan kept excellent records. Because of that—and his tendency to

revisit the same areas over and over again—the collection provides a window on a single area over an extended period, Mr. Bigelow says.

"We have photographs of people who worked with Peary in 1909, who MacMillan was still visiting and talking with and photographing in 1954," he says. "We have photographs of their children at different ages. We can see how their clothing changed and how the landscape changed."

Ms. Kaplan plays a videotape copy of a film taken during a 1926 voyage by Bartlett, a Canadian who was "one of the world's best ice navigators," according to Mr. Bigelow. He worked for both Peary and MacMillan and also organized and led his own expeditions.

This particular trip, to Newfoundland, Labrador, and northern Greenland, includes beautiful footage of a schooner in full sail gliding past enormous icebergs. Men standing on ice floes use long poles to push ice away from the ship and, later, open a narrow passage using sticks of dynamite.

The film also contains fascinating images of Inuit men demonstrating their hunting skills. In one scene, a hunter shows how to butcher a seal: four or five quick strokes with the knife and the blubber peels off like a heavily padded overcoat.

Ms. Kaplan, who stands next to her visitor during the film viewing, winces when it shows wild animals being mistreated or killed. "You have to look at this with historical perspective," she says at one point. "This is the era of Teddy Roosevelt going to Africa big-game hunting."

If anything reveals how different environmental sensibilities were during the age of polar exploration compared with today, it is a section of Bartlett's film that shows attempts to capture a polar bear for a zoo. Bartlett had hired a cowboy from Wyoming to lasso the bear.

He is a mythical-looking character in plaid shirt and ten-gallon hat, riding in a swaying dinghy. When he comes upon him, he has managed to get three or four ropes around the bear's neck and mid-section.

He attempts to reel the bear in. The bear struggles wildly. The cowboy hangs on tight. Clawing and biting, the bear begins to climb into the boat. He is shot dead with a revolver. His body drops back into the sea and disappears from view.



During the 1909 expedition, Inuit used a stove invented by Robert E. Peary to melt snow. Peary boasted that the stove could produce boiling water for tea in only 10 minutes.















experience at another institution. A Fellowship will not normally be awarded to an applicant who holds a permanent appointment. The Fellowship, which will be awarded for a period of 2 years, is intended to advance the research activities of the

# CAMDEN COUNTY COLLEGE

## Positions: F-T Faculty and Administration

Camden County College (14,352 students) is an innovative and diversified community college with excellent programs in liberal studies, business, health, science, computer studies, AAS, high technologies, among others. The main campus is in Blackwood, twelve miles from Philadelphia, the Philadelphia Branch is located in the city of Camden, across the river from Camden County College, a normal teaching load is three credit hours per week. The positions are open to individuals who have a minimum of two years of teaching experience in the field of study. The positions are open to individuals who have a minimum of two years of teaching experience in the field of study.

**ALLIED HEALTH**  
Biological Sciences in general biology and anatomy and physiology. Master's degree in a biology discipline preferred. Doctorate preferred. Graduate-level experience in teaching preferred. Bachelor's degree in biology, anatomy and physiology. Bachelor's degree preferred. NCLE and ABC certification required.

**ACADEMIC SKILLS**  
Qualify as a Second Language Faculty to teach ESL at all levels, advise, tutor and assist with development of ESL program. Required: Master's degree in TESOL or comparable experience in college teaching with diverse students. Required: Master's degree in TESOL or comparable experience in college teaching with diverse students. Required: Master's degree in TESOL or comparable experience in college teaching with diverse students.

**Business Program** Teach a variety of business courses at the introductory and advanced levels (Introduction to Business, Management, Business Law, Business Economics). Degree in Business Management, or a related field. Computer ability with various applications software. Personal computer skills. Capable of teaching Computer Studies courses to the advanced level. Basic, Word, Excel, PowerPoint, Access, and Internet. Teaching experience in Business Management, or a related field. Computer ability with various applications software. Personal computer skills.

**ADMINISTRATIVE POSITION**  
Librarian Collection Development-Develop and maintain systematic development of the library collection. Required: Master's degree in Library Science. Teaching experience. Required: Master's degree in Library Science. Teaching experience. Required: Master's degree in Library Science. Teaching experience.

**WOMEN'S BASKETBALL COACH**  
and  
**PHYSICAL EDUCATION INSTR./ASST. PROF.**  
(Search Extended)  
Master's degree required. Teaching and coaching experience preferred. Position available September 1992.  
Deadline July 31, 1992  
Contact:  
Wayne L. Cooper, Chairman, UPER  
Athletic Division Office 25  
6000 Moore Highway  
Tifton, GA 31794-2001  
EO/AA

**Financial Aid** Vice University Assistant  
The Financial Aid Office of Camden County College is seeking a qualified individual to fill the position of Vice University Assistant. The position is responsible for the day-to-day operation of the Financial Aid Office. The position is responsible for the day-to-day operation of the Financial Aid Office. The position is responsible for the day-to-day operation of the Financial Aid Office.

**French Temporary Instructor**  
The French Department of Camden County College is seeking a qualified individual to fill the position of French Temporary Instructor. The position is responsible for the day-to-day operation of the French Department. The position is responsible for the day-to-day operation of the French Department. The position is responsible for the day-to-day operation of the French Department.

**Computer Assistant Professor**  
The Department of Computer Science at Camden County College is seeking a qualified individual to fill the position of Computer Assistant Professor. The position is responsible for the day-to-day operation of the Department of Computer Science. The position is responsible for the day-to-day operation of the Department of Computer Science. The position is responsible for the day-to-day operation of the Department of Computer Science.

# Wayne State University

## Faculty Development

**Responsibilities:** Seeking candidates for 1-2 full-time positions in faculty development. Major responsibility involves the development, implementation and evaluation of a faculty development program to assist faculty in their teaching. The position is responsible for the day-to-day operation of the faculty development program. The position is responsible for the day-to-day operation of the faculty development program. The position is responsible for the day-to-day operation of the faculty development program.

**Richard Gallagher, Ph.D.**  
Professor and Director  
Division of Education  
Department of Family Medicine  
Wayne State University School of Medicine  
4201 St. Antoine  
Detroit, MI 48201  
An equal opportunity, affirmative action employer

# SELMA UNIVERSITY

## Selma, AL 36701

**LIBRARIAN** M.S. from ALA-accredited institution, 2 or 3 years' experience in general operations of a library college library. Must have knowledge of automation and proven interpersonal skills. Must have knowledge of library science. Teaching experience. Required: Master's degree in Library Science. Teaching experience. Required: Master's degree in Library Science. Teaching experience.

**COMPUTER INSTRUCTOR** M.S. in Computer Science. Graduate work in related areas such as Chemistry/Physics desirable. **BUSINESS** Ph.D. or M.A. in Business Administration or Management. **MBA** in Accounting and Management. **MBA** in Accounting and Management. **MBA** in Accounting and Management.

**SEMA UNIVERSITY** is an accredited, four-year, small Black private college. All teaching positions are tenure track, four-year positions. Available beginning July 26, 1992. Salary negotiable. Last date to receive applications: July 31, 1992. Send a letter of application, 3 letters of reference, copies of transcripts and curriculum vitae to: Vice-President of Academic Affairs, Selma University, 1501 Selma University Drive, Selma, AL 36701.

**Geology Instructor** The Department of Geology at Selma University is seeking a qualified individual to fill the position of Geology Instructor. The position is responsible for the day-to-day operation of the Department of Geology. The position is responsible for the day-to-day operation of the Department of Geology. The position is responsible for the day-to-day operation of the Department of Geology.

**Industrial Engineering** The Department of Industrial Engineering at Selma University is seeking a qualified individual to fill the position of Industrial Engineering. The position is responsible for the day-to-day operation of the Department of Industrial Engineering. The position is responsible for the day-to-day operation of the Department of Industrial Engineering. The position is responsible for the day-to-day operation of the Department of Industrial Engineering.

# CLEVELAND STATE COMMUNITY COLLEGE

## Announces Openings for the Position of

**DIRECTOR OF INSTITUTIONAL ADVANCEMENT**  
Salary Range: \$35,000-\$45,000. Minimum qualifications: (1) Master's degree in communications, public relations, education or related field. (2) Experience working with the media in news dissemination, public relations, and institutional advancement. (3) Excellent oral and written communication skills. (4) Proven record of fund raising for small colleges in non-profit setting.

**REGISTERED NURSING INSTRUCTOR**  
Salary Range: \$24,000-\$32,000. Master's degree in nursing required. Doctorate preferred. **ASSISTANT DEAN AND COORDINATOR**  
Salary Range: \$20,000-\$28,000. Bachelor's degree and at least one year of experience in financial aid or related areas are required. Master's degree preferred.

**FRENCH/ENGLISH INSTRUCTOR**  
Salary Range: \$22,000-\$28,000 (Academic Year). Master's degree in French or English required. Graduate level work with French and English. **NURSING INSTRUCTOR**  
Salary Range: \$24,000-\$32,000 (Academic Year). Master's degree in nursing required. Doctorate preferred.

**PERSONAL OFFICE**  
Cleveland State Community College  
P.O. Box 3570  
Cleveland, OH 44115-3570  
(614) 478-4205  
Cleveland State Community College is an EEO/AAE institution. Title 11/Section 504/ADA Institution.

**CLINT COMMUNITY COLLEGE** has the following full-time instructor position available beginning Fall Semester 1992.  
**COMPUTER INFORMATION SYSTEMS**  
Information regarding qualifications, application requirements and salary may be obtained by contacting:  
Ms. Jean Malone  
Dean of Human Resources  
Clint Community College District  
1000 West Facility Boulevard  
Glendora, California 91740-1819  
(911) 814-8550  
PAK NUMBER (818) 335-3159

**CLINT COMMUNITY COLLEGE** has the following full-time instructor position available beginning Fall Semester 1992.  
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# Director of Career Services

Emory Business School of Emory University invites applications and nominations for the position of Director of Career Services. The position requires supervision over all career services functions and frequent contact with students, corporate and nonprofit personnel. The primary responsibilities of the Director of Career Services are to market the Emory Business School to the business community on a nationwide basis, and to counsel MBA students on career options and job search strategies. This position is a permanent full-time position reporting to the Assistant Dean.

An MBA degree is preferred and a bachelor's degree is required. The individual must possess a minimum of five years management experience in either human resources or marketing, demonstrated ability in working with people, and knowledge of, and contacts in, the southeast region.

Emory Business School, founded in 1910 and accredited by the American Assembly of Collegiate Schools of Business, offers a variety of business programs including undergraduate and graduate degrees, as well as executive education, and is emerging as an international leader in management education.

Application deadline 7/24/92. Please send your resume to:  
Department of Human Resources, Emory University  
1762 Clifton Road, Atlanta, Georgia 30322.  
Please reference Position No. 130-482B25.

**MERCYHURST COLLEGE**  
Assistant Director of Residence Life  
Mercyhurst College, a small, private institution in Erie, Pennsylvania, has an opening in its residence life department for an assistant director to join two other live-in assistant directors in a recently developed residential life program.

Each assistant director is responsible for approximately one-third of the residential population including students and staff. Responsibilities include managing all aspects of an undergraduate residential environment - including, but not limited to, supervising and evaluating an RA staff of approximately 175.

Duties include supervising the programming efforts of the RA staff, overseeing student conduct, adjusting disciplinary procedures and promoting community service.

Qualifications: Master's degree in student personnel, counseling or a related field, and residence life experience preferred. Salary: \$14,000-\$18,000. Send resume and three references by July 24, 1992, to:  
Dr. Cary Brown  
Director of Residence Life  
Mercyhurst College  
501 East 38th Street  
Erie, PA 16544  
For more information, call 814-824-2423.

# Lead The Best

## Special Search - Nursing Executive

There are few times that an opportunity becomes available for one individual to impact the future of nursing. This is one such time.

The Department of Veterans Affairs is seeking executive level candidates for the national position of Assistant Chief Medical Director for Nursing Programs, the top nursing management position within VA.

VA is the largest and most diverse health care delivery system in the United States. This individual will lead VA's national nursing programs encompassing a team of over 10,000 nursing personnel within 172 medical centers nationwide.

Meeting the nursing challenges of this decade and beyond requires proven leadership. The individual we are seeking will have demonstrated leadership skills along with the following credentials:

- Administrative accomplishment in a large, diverse health care setting.
- Leadership in advancing the nursing profession, as shown by membership on task forces, commissions, panels, etc.
- Effective written and oral communication skills and the ability to work with a broad spectrum of individuals and organizations.
- Proven ability to utilize diversity as a source of innovation.
- Successful nursing clinical practice.
- Advanced degree in Nursing or related field and a commitment to continuing professional growth.

Of particular interest are candidates who have produced a recognized body of scholarship or research, have knowledge of the issues facing the VA medical center, and have national recognition.

This position, based in Washington, DC, has a current salary of \$103,000. Letters of application and Curriculum Vitae must be received by August 14, 1992, and sent to: John T. Farrar, M.D., Deputy Chief Medical Director (10A), Chairman, Search Committee, VA Central Office, 810 Vermont Avenue, Washington, DC 20420. Additional information may also be obtained by calling Lydia L. Adams on (202) 595-7602.

**The Best Care.**  
Keeping the Promise  
A True VA Tradition

**Department of Veterans Affairs**  
An Equal Opportunity Employer



## UNIVERSITY OF NEBRASKA AT KEARNEY

Kearney, Nebraska 68849-7000

### LIBRARY DIRECTOR

The University of Nebraska at Kearney is located in south central Nebraska. Kearney is a progressive, diversified community of 25,000, offering a wide variety of activities from the arts to recreation. One of four institutions of the University of Nebraska system, Kearney has more than 9,000 students. The library serves the state. A three-year automation project for the central part of the library is nearing completion. The library has a staff of 32. The library facility is attractive and functional, having been completely remodeled in 1983.

- Responsibilities:**
- Leadership of the library faculty and staff
  - Building strong academic and community relationships
  - Long-range planning with the personnel of the library, university, and sister institutions
  - Budget management

The successful candidate must be qualified minimally with an ALA-accredited MLS and a second master's degree; substantial library administrative experience; effective communication and interpersonal skills; experience with fiscal management; commitment to innovative technology; and a record of professional achievement.

The Library Director reports to the Vice Chancellor for Academic Affairs. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

Closing date for applications is July 31, 1992, or until the position is filled.

The University of Nebraska at Kearney is an Affirmative Action, Equal Opportunity Employer.

#### APPLY TO:

Dr. Vern Plambeck, Chair, Search Committee  
Calvin T. Ryan, Library  
University of Nebraska at Kearney  
Kearney, NE 68849-7000



## Director of Intercollegiate Athletics PURDUE UNIVERSITY

Purdue University is seeking a Director of Intercollegiate Athletics to conference and the NCAA. Purdue has a proud tradition of competitive sports performed by its scholar-athletes. The successful candidate will have high standards of academic excellence, as well as a proven record in intercollegiate athletics, especially football, basketball, and volleyball. The candidate must have a minimum of five years of experience in intercollegiate athletics and NCAA affairs. Minimum qualifications: Bachelor's degree (master's preferred) and five years in a senior management position. The search committee will begin reviewing candidates' credentials on July 15, 1992. Send resume, application, and names of three references to: Professor Philip E. Nelson, Athletic Search Committee Chair, Smith Hall, Purdue University, West Lafayette, IN 47907-1160.

Purdue is an equal opportunity, affirmative action employer.

Library, Louisiana State University and other Louisiana State University libraries. The successful candidate will have a minimum of five years of experience in intercollegiate athletics and NCAA affairs. Minimum qualifications: Bachelor's degree (master's preferred) and five years in a senior management position. The search committee will begin reviewing candidates' credentials on July 15, 1992. Send resume, application, and names of three references to: Professor Philip E. Nelson, Athletic Search Committee Chair, Smith Hall, Purdue University, West Lafayette, IN 47907-1160.

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## SEARCH RE-OPENED DIRECTOR OF PERFORMING ARTS Occidental College

Occidental College, a nationally recognized liberal arts college, is seeking applications for a Director of Performing Arts. The successful candidate will have a minimum of five years of experience in performing arts administration and a master's degree in a related field. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

The position requires a master's degree and five years' experience in performing arts administration and a master's degree in a related field. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

To apply, candidates should submit a resume with names of references and salary history and letter of application by August 1, 1992 to:

PERSONNEL OFFICE  
OCCIDENTAL COLLEGE  
1800 Campus Road  
Los Angeles, California 90041

Occidental College is an Equal Opportunity, Affirmative Action Employer. Minority and Women Applicants Encouraged to Apply.

## INSTRUCTIONAL DESIGNER

### Ball State University

#### Visual Learning Materials Project

Serve as leader for course development teams working with public school teachers to design courseware that will visually enhance student learning. The successful candidate will have a minimum of five years of experience in instructional design and a master's degree in a related field. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

## You can send your ad copy to The Chronicle's Bulletin Board anytime!

**By Telex:**  
Just dial the Chronicle's Telex number (89-2605) and send your ad copy to your Telex number. The message will be automatically received at our office within minutes. During our regular working hours (9 to 5 Eastern time), we'll provide first thing the next business day. The turnaround time on the Telex machine will verify that we've received your message.

**By FAX:**  
Just call The Chronicle's FAX number, (202) 296-2691. For more information and to verify that we've received your copy, call our regular number, (202) 466-1055.

**By telephone:**  
Our Bulletin Board assistants will be happy to take your advertisement dictated over the telephone. We'll do so any day of the week right up to 1 p.m. Monday—your weekly deadline (except for holidays). Just call (202) 466-1060.

**By mail:**  
Simply send the copy for your advertisement to the address below. You'll likely find the mail especially convenient. Send us your ad copy on a Tuesday or Wednesday mail sent on either of those days will reach us in time to make our Monday deadline. Send your ad copy to:

Bulletin Board  
The Chronicle of Higher Education  
1255 Twenty-Third Street, NW, Suite 700  
Washington, D.C. 20037

## ASSOCIATE DIRECTOR OF ADMISSIONS

This senior staff position reports to the Dean of Admissions and is responsible for all phases of planning, coordinating, and implementation of a national and international admissions program to include recruiting, advertising, public relations, direct mail and special programs. Responsibilities include targeting markets, assigning travel schedules, supervising the travel activities of four Assistant Directors and a large staff of admissions counselors, interviewing and evaluating applicants, and supervising the recruitment of international students. The position requires a Bachelor's degree and a minimum of three to five years professional experience in Admissions or a closely related area. Knowledgeable of trends in higher education and principles of enrollment management. Experience with market research and data-based recruitment planning preferred. Familiarity with AHA/NA (African American, Hispanic, Asian, Native American) and international recruitment desired.

To apply, please send your resume to: Office of Human Resources/Affirmative Action, 100 Beacon Street, Boston, MA 02116. We are an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

## EMERSON COLLEGE



## DIRECTOR OF ALUMNI AFFAIRS

The Director will develop and implement programs which serve and nurture alumni and constituent groups and provide overall direction and planning for the Chicago Teachers College/Chicago State University. The Director will coordinate and supervise the work of the Chicago Teachers College/Chicago State University. The Director will coordinate and supervise the work of the Chicago Teachers College/Chicago State University. The Director will coordinate and supervise the work of the Chicago Teachers College/Chicago State University.

Excellent written and oral presentation skills. Initiative and creativity are important. As the ability to work as a team player. A bachelor's degree and three to five years of experience in alumni affairs are required. Applications should be sent to: Dr. Pedro L. Martinez, Director of Alumni Affairs, Chicago State University, Chicago State University, 830 South Dearborn Street, Chicago, IL 60628.

Chicago State University is an Equal Opportunity, Affirmative Action Employer.

## Johnson County Community College DIRECTOR OF DEVELOPMENT

Located in suburban Kansas City, Johnson County Community College, an enrollment of 30,000 students and non-credit students, is seeking a Director of Development. The Director will coordinate and supervise the work of the Johnson County Community College. The Director will coordinate and supervise the work of the Johnson County Community College. The Director will coordinate and supervise the work of the Johnson County Community College.

A bachelor's degree in business administration or a related field is required. The successful candidate will have a minimum of five years of experience in development. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

Interested candidates should submit a resume with names of references and salary history to: Johnson County Community College, 12000 West 150th Street, Overland Park, KS 66204. (913) 465-3577.

Johnson County Community College is an Equal Opportunity Employer.



## MISSISSIPPI UNIVERSITY FOR WOMEN

Mississippi University for Women (MUW) invites applications and nominations for the position of Assistant to the President, Executive Director of Special Projects, Director of the Physical Plant, Director of the Center for the Study of Women, and Director of the Center for the Study of the Family. The successful candidate will have a minimum of five years of experience in the field. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

The position requires a Bachelor's degree and a minimum of five years of experience in the field. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

To apply, please send your resume with names of references and salary history to: Mississippi University for Women, 2000 University Avenue, Hattiesburg, MS 39401.

Mississippi University for Women is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

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Mississippi University for Women is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Marquette College, a distinguished private, non-sectarian liberal arts college which offers a wide variety of traditional liberal arts majors, invites nominations and applications for two newly created senior development positions:

## DIRECTOR OF GIFT AND ESTATE PLANNING

The successful candidate will be responsible for administering and marketing the College's planned giving program. The individual will be actively involved in the cultivation and solicitation of major as well as planned gift projects and will play a key role in the next campaign presently in the planning stages.

This position requires a proactive individual familiar with the mission and value setting of a private college or university. He or she must have demonstrated the ability to market planned giving vehicles to potential donors. Moderate travel is expected. A Bachelor's degree is required, with an MBA or JD preferred. The successful applicant will have at least four years' experience in a planned gift planning in a college or university setting or in a bank trust department.

## SENIOR DEVELOPMENT OFFICER

The successful candidate will be responsible for identifying, cultivating and soliciting major gifts. The individual will be charged with developing such fund raising committees as are necessary to the success of the operation and must have functional working relationships with faculty for purposes of effective fund raising.

The position requires a highly motivated individual with excellent writing and speaking skills. He or she must have a personal commitment to a private liberal arts education. A Bachelor's degree is required. The successful candidate must have a minimum of seven years' total experience in development, four years of which should have been spent in fund raising at a senior level. Computer literacy is highly valued in this position.

Send a letter of application and resume by August 1, 1992 to: Lisa Welsand, Office of College Advancement, Marquette College 215 Fifth Street, Marietta, OH 45750.



Marquette College is an affirmative action and equal opportunity educator and employer. Women and minorities are encouraged to apply.

## Business Affairs

Business Manager A private college in San Francisco, CA seeks a Business Manager. The successful candidate will have a minimum of five years of experience in business management. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

The position requires a Bachelor's degree and a minimum of five years of experience in business management. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

To apply, please send your resume with names of references and salary history to: Business Manager, 1234 Main Street, San Francisco, CA 94101.

Business Manager is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

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Business Manager is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Business Manager is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

The most extensive listing anywhere of jobs available  
in higher education —  
every week in The Chronicle.













## STUDENT SERVICES/REGISTRAR'S OFFICE

Registrar  
Staffing #A021

Provide leadership and direction for the administration of comprehensive student records and registration services. Assume the status of the Registrar's Office. The Registrar is responsible for the maintenance of the student records system, including the collection, processing, and distribution of student records. The Registrar is also responsible for the administration of the student records system, including the collection, processing, and distribution of student records. The Registrar is also responsible for the administration of the student records system, including the collection, processing, and distribution of student records.

Timothy Brownfield  
Human Resources Technician  
Mott Community College  
1401 East Court Street  
Trenton, NJ 08610

Mott Community College welcomes applications from minorities, women, veterans and individuals with disabilities who are interested in working for Mott Community College. Mott Community College is an Equal Opportunity Employer.

Assistant Director  
of Admissions  
Search Re-opened

Barlow College of Music is currently seeking an experienced admissions professional with proven leadership skills and a strong background in college admissions. The successful candidate will be responsible for the planning, implementation, and coordination of the college's admissions program, including the development of recruitment materials, the management of the admissions office, and the coordination of the college's admissions program. The successful candidate will be responsible for the planning, implementation, and coordination of the college's admissions program, including the development of recruitment materials, the management of the admissions office, and the coordination of the college's admissions program.

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DIRECTOR OF DEVELOPMENT  
Louisiana Tech University  
(Search Reopened)

Louisiana Tech seeks an experienced development professional for the position of Director of Development. The Director will report to the President and will be responsible for the development of the university's financial resources. The Director will be responsible for the development of the university's financial resources, including the solicitation of private and foundation funds, the management of the university's endowment, and the coordination of the university's development program. The Director will be responsible for the development of the university's financial resources, including the solicitation of private and foundation funds, the management of the university's endowment, and the coordination of the university's development program.

Louisiana Tech is a public institution located in North Central Louisiana. It was founded in 1894 and has a current enrollment of 10,300 students. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools.

Applications will be accepted until the position has been filled. Applicants should submit a resume and names of three references to: Vice President for Development and External Affairs, Louisiana Tech University, P. O. Box 7183, Louisiana Tech University, Louisiana Tech University.

Louisiana Tech University is an Equal Opportunity Employer. Applications will be accepted until the position has been filled. Applicants should submit a resume and names of three references to: Vice President for Development and External Affairs, Louisiana Tech University, P. O. Box 7183, Louisiana Tech University, Louisiana Tech University.

Alamo Community College District  
DIRECTOR OF  
STUDENT FINANCIAL AID  
at SAN ANTONIO COLLEGE

Master's degree in Public Administration, Business or a closely related field. Three years minimum administrative, supervisory or coordinative experience in financial aid administration. Knowledge of state and federal programs pertaining to financial aid. Knowledge of state and federal programs pertaining to financial aid. Knowledge of state and federal programs pertaining to financial aid. Knowledge of state and federal programs pertaining to financial aid.

Alamo Community College District  
Human Resources Technician  
811 W. Houston Street  
San Antonio, Texas 78207-3033

Alamo Community College District  
Human Resources Technician  
811 W. Houston Street  
San Antonio, Texas 78207-3033

PARKLAND COLLEGE  
THEATRE TECHNICAL DIRECTOR

Parkland College is opening for a Theatre Technical Director in the Fine and Applied Arts Department. This is a full-time, professional support staff position available immediately. The primary responsibility of the Technical Director is to assist the Artistic Director in the daily operation of the Theatre Department, including managing stage equipment and shops, transporting students and community members, and managing the Theatre Department's financial resources. The successful candidate will be responsible for the planning, implementation, and coordination of the college's admissions program, including the development of recruitment materials, the management of the admissions office, and the coordination of the college's admissions program.

Send materials to:  
Search Committee  
Office of Human Resources  
2400 West Bradley Avenue  
Champaign, IL 61821-1699  
217/244-2220

Parkland College is committed to equal opportunity employment and promotes diversity in all areas. Qualified women and minorities are encouraged to apply.

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Northern State University  
Director of  
University Communications

Northern State University is seeking an experienced public relations professional to serve as the Director of University Communications. The Director will be responsible for the development and implementation of the university's public relations program, including the coordination of the university's public relations efforts, the management of the university's public relations budget, and the coordination of the university's public relations program. The Director will be responsible for the development and implementation of the university's public relations program, including the coordination of the university's public relations efforts, the management of the university's public relations budget, and the coordination of the university's public relations program.

Northern State University is a public institution located in North Central Louisiana. It was founded in 1894 and has a current enrollment of 10,300 students. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools.

Applications will be accepted until the position has been filled. Applicants should submit a resume and names of three references to: Vice President for Development and External Affairs, Louisiana Tech University, P. O. Box 7183, Louisiana Tech University, Louisiana Tech University.

Louisiana Tech University is an Equal Opportunity Employer. Applications will be accepted until the position has been filled. Applicants should submit a resume and names of three references to: Vice President for Development and External Affairs, Louisiana Tech University, P. O. Box 7183, Louisiana Tech University, Louisiana Tech University.

GEORGIA STATE UNIVERSITY  
College of Business Administration  
DIRECTOR OF EXECUTIVE MBA PROGRAM

The Director of the Executive MBA Program at Georgia State University is seeking a highly motivated and experienced professional to lead the program. The Director will be responsible for the development and implementation of the program, including the coordination of the program's efforts, the management of the program's budget, and the coordination of the program's efforts. The Director will be responsible for the development and implementation of the program, including the coordination of the program's efforts, the management of the program's budget, and the coordination of the program's efforts.

Georgia State University is a public institution located in North Central Louisiana. It was founded in 1894 and has a current enrollment of 10,300 students. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools.

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## MICHIGAN STATE UNIVERSITY

MSU College of Education is seeking a candidate of exceptional talent to fill the position of Associate Professor. The position will be for up to 10 years. The candidate will be responsible for the development and implementation of the college's educational program, including the coordination of the college's efforts, the management of the college's budget, and the coordination of the college's efforts. The candidate will be responsible for the development and implementation of the college's educational program, including the coordination of the college's efforts, the management of the college's budget, and the coordination of the college's efforts.

Michigan State University is a public institution located in North Central Louisiana. It was founded in 1894 and has a current enrollment of 10,300 students. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools.

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EDUCATION  
Director of Student  
Professional Development Services

The University of Maryland at Baltimore (UMB) is the principal professional center of the University of Maryland System. The campus is located on 34 acres and includes the professional schools of medicine, nursing, pharmacy, and social work, an interdisciplinary graduate school of health services, and the medical center which includes the Roy Cowley School of Nursing. The University of Maryland at Baltimore is the principal professional center of the University of Maryland System. The campus is located on 34 acres and includes the professional schools of medicine, nursing, pharmacy, and social work, an interdisciplinary graduate school of health services, and the medical center which includes the Roy Cowley School of Nursing.

Individuals will report to the Assistant Vice President for Student Affairs and will be responsible for the development and implementation of the college's educational program, including the coordination of the college's efforts, the management of the college's budget, and the coordination of the college's efforts. The candidate will be responsible for the development and implementation of the college's educational program, including the coordination of the college's efforts, the management of the college's budget, and the coordination of the college's efforts.

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DENISON UNIVERSITY  
Assistant to the President

The Assistant to the President is a full-time professional position at Denison University. The successful candidate will be responsible for the development and implementation of the college's educational program, including the coordination of the college's efforts, the management of the college's budget, and the coordination of the college's efforts. The candidate will be responsible for the development and implementation of the college's educational program, including the coordination of the college's efforts, the management of the college's budget, and the coordination of the college's efforts.

Denison University is a public institution located in North Central Louisiana. It was founded in 1894 and has a current enrollment of 10,300 students. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools. The university is a member of the Southern Association of Colleges and Schools and is accredited by the Southern Association of Colleges and Schools.

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Director  
Office of Information  
Technology (OIT)  
University of the Pacific  
Stockton, California

Plan, organize and direct OIT operations to support academic/administrative information systems on main campus in Stockton, Dental School in San Francisco, McGeorge School of Law in Sacramento. About 5,500 students, over 300 faculty. Responsibilities: \*Liaison between campuses to formulate policy for vice presidential approval. \*Feasibility studies, conceptual designs, determine software and hardware requirements, prepare reports on computer support issues. \*Identify opportunities for expanded computer usage. \*Develop academic/administrative computing policies. \*Plan, direct, control information systems operations. \*Negotiate vendor contracts. \*Provide consulting services for University. \*Prepare and maintain annual computer budgets. \*Maintain working knowledge of current and future computing technology and trends. \*Select, evaluate and supervise OIT staff.

Minimum Requirements: Masters degree in computer sciences, information systems or equivalent experience. Minimum 8 years experience, including managerial level at University. Equipment: University's OIT supports a Unisys A6 machine for administrative work and a cluster of DEC machines running VMS and Ultrix on a campus-wide ethernet. University is undergoing review of its future computing environment. Send resume with references to: Executive Vice President, UOP, 3601 Pacific Avenue, Stockton, CA 95211. Applications to be reviewed beginning 8/15 until filled. Salary, benefits competitive. Affirmative Action/Equal Opportunity Employer

Porterville College  
DIRECTOR OF LIBRARY MEDIA CENTER  
Qualifications: Master's degree in library science from an ALA-accredited institution (M. Ed. equivalent). Salary: Up to \$40,000 based on education, experience and 1993 pay scale. Excellent fringe benefit package. Deadline: July 31, 1992.

CO-HEAD FOOTBALL HEAD TRACK COACH  
Qualifications: Master's degree in Physical Education or equivalent. Salary: Up to \$40,000 based on education, experience and 1993 pay scale. Excellent fringe benefit package. Deadline: July 31, 1992.

CONTACT: Personnel Office  
Porterville College  
100 College Avenue  
Porterville, CA 93257  
(209) 781-5150

Director of Communications  
and Marketing  
To begin September 1, 1992, successful candidate should have Bachelor's degree and five years of relevant experience, demonstrated knowledge of college marketing and public relations, and a minimum of five years of experience in college marketing and public relations. The successful candidate will be responsible for the development and implementation of the college's educational program, including the coordination of the college's efforts, the management of the college's budget, and the coordination of the college's efforts.

Applications will be accepted until the position has been filled. Applicants should submit a resume and names of three references to: Vice President for Development and External Affairs, Louisiana Tech University, P. O. Box 7183, Louisiana Tech University, Louisiana Tech University.

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rehabilitation of head and neck cancer. Requirements: (1) Ph.D. or ABD (all Ph.D. coursework completed but Dissertation) in Speech Pathology; (2) one year's experi-









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### PRESIDENT

#### Chattahoochee Valley Community College

Applications are being accepted for the position of president of Chattahoochee Valley Community College, Phenix City, Alabama. The college serves residents in both rural and urban areas in central and south-central Georgia, the Ft. Benning military reservation, and Columbus (Ga.) metropolitan area. The college has approximately 10,000 students and serves approximately 100 faculty and serves approximately 1,000 students. A master's degree is required. An earned degree in higher education administration and two years' community college experience at the level of college dean or higher are preferred. Candidates must submit a letter of interest, a curriculum vitae, and a statement of philosophy and knowledge of the mission and role of two-year colleges. Compensation is \$65,070 to \$79,590, dependent upon qualifications and experience. In addition to an excellent benefits package which includes housing and expense allowance.

To be considered for this position, the applicant must complete and submit a Department of Postsecondary Education application form, a comprehensive resume, a philosophy statement, and three letters of reference to the address shown below no later than August 14, 1992. Applicants nominated after August 14 will not be considered and will be returned to the applicant.

Dr. Fred Galloway, Chancellor  
Alabama Dept. of Postsecondary Education  
401 Adams Ave.  
Montgomery, AL 36103-2130

Applications may be obtained from the Personnel Office, telephone (205) 242-2996. Finalists will be required to submit additional information, including transcripts. Preliminary screening of applications will be conducted by a search committee in accordance with State Board of Education policy. The selection process is subject to the Alabama Sunshine (open meetings) law and Alabama statute on disclosure of public records.

EQUAL OPPORTUNITY EMPLOYER

### CHANCELLOR

#### The University of Michigan - Dearborn

Nominations and applications are invited for the position of Chancellor of the University of Michigan-Dearborn. One of three University of Michigan campuses, U-M-D is an educational center grounded in the liberal arts and sciences, which offers high quality undergraduate, graduate, and continuing education programs to a diverse and talented student body. The University of Michigan-Dearborn is comprised of four academic units: the College of Arts, Sciences, and Letters and the School of Business, Education, and Management. The campus serves approximately 8,000 commuting students.

The Chancellor, under the general direction of the President of the Michigan-Dearborn, The Chancellor exercises broad delegated powers and is responsible for all aspects of campus administration. Candidates should have extensive experience in higher education, excellent communication and presentation skills, comprehensive knowledge of the campus and its community, and a demonstrated ability to lead, inspire, and encourage applications from minority and female applicants.

The University of Michigan is strongly committed to sustaining and enhancing the diversity of its students, faculty, and staff, and invites and encourages applications from minority and female applicants.

Applications or nominations should be submitted by July 17, 1992 to: The University of Michigan-Dearborn Chancellor Search Committee, c/o Mr. Adelle Henry, Secretary to the Search Committee, 4801 Eisenhower Road, Dearborn, Michigan 48128-1481.

**Student Activities/Student Life Two positions.** Activities Director/Student Life Director. The position involves the coordination of student activities and the promotion of student life on campus. The position involves the coordination of student activities and the promotion of student life on campus. The position involves the coordination of student activities and the promotion of student life on campus.

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### PRESIDENT

#### University of Hawaii

The Board of Regents of the University of Hawaii invites nominations and applications for the position of President of the University of Hawaii. The University of Hawaii is a land-grant, sea-grant, and space-grant institution composed of ten campuses in the chain of islands, with the University of Hawaii at Manoa as the flagship campus. The University of Hawaii at Manoa is a large, urban campus with a long history of excellence in research and scholarship. The University of Hawaii at Manoa is a large, urban campus with a long history of excellence in research and scholarship.

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### PRESIDENT

#### SALEM COMMUNITY COLLEGE

#### Carneys Point, New Jersey

The Board of Trustees of Salem Community College invites applications for the position of President. The President is the chief executive officer and reports to the eleven members of the Board of Trustees. The President is responsible for the overall operation of the college and for the implementation of the Board's policies. The President is responsible for the overall operation of the college and for the implementation of the Board's policies.

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### VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

#### Invites applications for the following full-time academic positions:

#### DIRECTOR OF RESOURCE DEVELOPMENT/PLANNING

#### VICE PRESIDENT OF STUDENT SERVICES

Omni College - Closing 8/3/92  
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(805) 654-6424

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### PRESIDENTS

#### OAKLAND COMMUNITY COLLEGE

#### Highland Lakes and Orchard Ridge (Two openings available)

Oakland Community College is a multi-campus public two-year institution of five locations serving more than 30,000 students per semester in Oakland County, a dynamic growth area of Southeast Michigan. The Highland Lakes Campus serves approximately 8,000 credit students per semester, and the Orchard Ridge Campus serves approximately 8,000 credit students per semester. The President of each campus is responsible for the overall operation of the campus and reports directly to the Chancellor.

**Expectations:**  
In undertaking its search for the president of Highland Lakes and for president of Orchard Ridge, Oakland Community College seeks to assess experiences and preparation which demonstrate the ability to lead by:

- including a vision for the campus learning community which aligns compatibility with OCLC's districtwide vision;
- participating as a full member of the districtwide leadership team while concurrently enabling campus faculty, staff, and administration to work together;
- providing focus and follow-through using team management skills and problem-solving abilities;
- forging coalitions both inside and outside the organization that benefit the learning community;
- listening and interacting with the college community on issues affecting the college;
- anticipating needs and launching new initiatives, particularly those suited to a suburban setting, which push the campus and OCLC toward its strategic future;
- giving evidence of a strong self-concept, the highest integrity, and substantial experience.

**Minimum Qualifications:**  
Candidates for the position must have the following minimum qualifications: an earned doctorate; seven years of community college administrative experience with increased levels of responsibility in areas of instructional administration and financial management; a minimum of three years of teaching experience or comparable professional educational experience; excellent oral and written communication skills.

To receive an application form, please call the Human Resources Department at (313) 540-1570. Applications will be mailed through Friday, August 14, 1992. Refer to position number 92-24-c (Highland Lakes Campus) or position number 92-24-c (Orchard Ridge Campus). The anticipated starting date for these positions is no later than summer of 1993. Salary is competitive for the area, experience and responsibilities outlined. Working conditions are excellent.

As an Affirmative Action, Equal Opportunity Employer, Oakland Community College is seeking candidates who will augment the diversity of its faculty, staff, and administration.

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### BREVARD COLLEGE

#### Brevard, North Carolina

### President

The Board of Trustees of Brevard College invites nominations and expressions of interest in its search for a president to assume office in the summer of 1993.

This two-year college of the United Methodist Church offers a university-prepared liberal arts curriculum to 800 students in the heart of the Blue Ridge Mountains, and 94% of Brevard's graduates subsequently enroll in four-year colleges and universities. The search committee will begin its review in July of those who send a letter, vita, and list of at least five references. Inquiries and nominations should be addressed to:

P. Crowder Falls, Chairman  
Presidential Search Committee  
Brevard College  
P.O. Box 506, Brevard, NC 28712  
Brevard College is an equal opportunity employer.

Diane College invites applications to teach undergraduate and graduate courses in science, education, and health. The position involves the coordination of student activities and the promotion of student life on campus. The position involves the coordination of student activities and the promotion of student life on campus.

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### LANE COLLEGE PRESIDENT

Lane College invites nominations and applications for the position of President of Lane College with duties commencing in September 1993.

Lane College is a private, historically black, church-related Christian Methodist Episcopal (CME) liberal arts college, located in Jackson, Tennessee, thirty miles east of Memphis. The Board of Trustees is seeking a highly educated person, an effective leader, a self-motivated administrator, with the energy and vision to lead the college into the 21st Century.

Candidates must have evidence to demonstrate experience in administrative and shared governance; involvement in policy development; strong interpersonal, writing and public speaking skills; a demonstrated strength in fund raising and financial management; a demonstrated commitment to academic excellence and academic achievement; a demonstrated commitment to church-related needs in higher education; understanding of student concerns and student life activities and proven strategic planning ability.

Applications and nominations should be sent and later than July 3, 1992 to: Presidential Search Committee, Attn: Mr. James Perkins, Lane College, 346 Lane Avenue, Jackson, TN 38201.

The position involves the coordination of student activities and the promotion of student life on campus. The position involves the coordination of student activities and the promotion of student life on campus. The position involves the coordination of student activities and the promotion of student life on campus.



## End Paper



## The Vicissitudes Faced by American Modernists

ON THE AUSPICIOUS OCCASION of his exhibition at the Museum of Modern Art in 1930, one front-page headline read, "Weber, Once Held 'Lunatic,' Given Big Show." It was reluctant, indeed almost damning, praise, particularly considering the magnitude of the honor at hand, yet it epitomizes the vicissitudes faced by Max Weber and his fellow American modernists. In fact, Weber had by that time received substantial recognition within the small coterie of the art world and was respected for his knowledge, ideas, and experimentalism. Very early in his career, during his first New York show, he was honored with the patronage of Arthur B. Davies and carried the interest of the esteemed Robert Henri. In mid-career, he became the first American artist celebrated with a retrospective at the Museum of Modern Art . . . and the second so recognized by the Whitney Museum of American Art. Yet his reception by the popular press was mixed at best. Even in 1930—over fifteen years after their creation—Weber's still-unfamiliar abstractions were mocked and derided, as too was the cause of "advanced" art: "The . . . canvases range from tortured expressions of an ingrowing mind and a groping hand to vivid grotesqueries . . . or dull arrangements of women's bodies—or rather the bodies of an archaic race of his own conception. . . . In an age of egotism—where painters how to their souls first and their art afterwards—Max Weber is outstandingly selfish."

Such biting period criticism indeed seems a humorously bombastic historical curiosity today. However, the public's derogatory and disheartening response to new artistic expressions (which to this day has an unfortunately familiar ring) often negatively affected the American artistic personality; Weber's career, for example, was marked by lingering bitternesses. The virulent judgement of the masses became—in the most confident times—a strange kind of validation, a badge of avant-garde courage. . . . Weber wrote about his solo exhibition at the Newark Museum: "As for my pictures on view, I only wish I could have more advanced ones; but, as you said, these will do splendidly to begin 'trouble' with."

With his break from the close-knit Stieglitz circle in early 1911 and withdrawal from the prestigious and pivotal Armory Show two years later, Weber found himself caught between the politics of the art world and the public's hostility to advanced art. Barely in his thirties and one of the most knowledgeable and forward-thinking artists of his generation, he saw his predicament as undeserved and disappointing. Yet Weber's plight was hardly atypical, for contemporary artists in America were faced with the reality of inherent conservatism and a national pragmatism that left little respect for their aesthetic endeavors. The climate was quite unlike that of Europe, in whose venerable artistic history and values Weber was schooled.

At the height of his exuberance, Weber faced the chasm between his aspirations and those of an uninitiated public who tended to see such pictorial exploration as a frontal attack. Morality, not just aesthetics, was at stake. In 1915, one reporter summed up the outrage: "Art courage is as desecrated to-day as scientific fervor was in the Middle Ages. Yet without the spirit of the inventor what is art?"

An exhibition of more than 60 paintings and drawings by the American artist Max Weber (1881-1961) will be at the Corcoran Gallery of Art through August 9. Max Weber: The Cubist Decade: 1910-1920 will then travel to the Albright-Knox Art Gallery, Buffalo, N.Y. (September 12-October 25); the Brooklyn Museum, Brooklyn, N.Y. (November 13-January 10, 1992); and the Los Angeles County Museum of Art, Los Angeles (February 10-April 25, 1992).

The text above by Susan Krane, curator of 20th-century art at the High Museum of Art, Atlanta, is excerpted from her introduction to the exhibition's catalogue. The catalogue is published by the High Museum of Art, which organized the exhibition. Perry North, associate professor of art history at Montgomery College, was co-curator of the exhibition, with Ms. Krane, and author of the catalogue.

## Government &amp; Politics

reorganize its Office of Student Financial Assistance, but accounts, been the most difficult carry over. Michael J. Farber, a New Hampshire business lawyer charged with the task of reorganizing the office, was hired in April 1991 to be the first Assistant Secretary, and eight months later in what was a dispute with his superior the reorganization.

## Laying Out a Plan

Mr. Riso reworked the plan after Mr. Farber. Recent Secretary of the union that represents federal workers, the plan was immediately and others the course of several months. The plan, Mr. Riso said, should be the student-aid office, by reorganizing various functions. The plan's regional representatives, who often the first points of contact for college officials, will be better connected to their offices in Washington, he said.

The reorganization plan would create separate offices for Pell grants, student loans, and other programs in favor of separate offices that would perform various related to all programs. The Policy, Training, and Advisory Services, for example, would handle regulation and regulations, but needs in student aid, disseminate information on the program, and help train aid officers. Accounting and Financial Management Service would continue to improve accounting of all programs.

Some critics contend that the department is moving too slowly with the plan. Sen. Tom Harkin, the Iowa Democrat who heads the Senate subcommittee that writes the Education Department's budget, said the unapproved plan is an example of the department's failure to follow through on promises reform.

## Quality of Data

"Passion's not really missing in terms of bringing better management practices to the Department of Education," Mr. Harkin said in an interview.

Observers in higher education and on Capitol Hill are concerned with the quality of the department's student-aid data. "If we don't get the data systems up to snuff of greatest priority, this cannot possibly improve," a congressional aide.

Department data have continued to get department into hot water in the past year. Many observers point to the department's failure to meet the demand for Pell Grants by \$1 billion in the 1991-92 and 1992-93 academic years.

The department's own internal auditing also has continued to shed away at the agency's record keeping. Inspector General James Thomas, Jr., told a Senate hearing last month that the department could not perform the fundamental task of preventing people who had already defaulted on student loans from getting new loans.

He estimated that the department made more than \$200 million in loans in the 1991-92 academic year, and awarded more than \$100 million in Pell Grants to students who should not have been

eligible because of their unpaid debts.

"The authorization of additional student financial assistance for borrowers who previously had defaulted on federally insured loans has been a major concern," Mr. Thomas said at the hearing. He added that the problem had continued even though he had first raised the issue in April 1986.

The Inspector General's "Semi-annual Report to Congress," released last month, also blasted the department for keeping its financial records in such disarray that "the general ledger cannot be used to produce accurate and auditable financial statements."

Mr. Riso acknowledged the problem with the Pell Grant estimates, noting the difficulty of fore-

casting demand for the program years in advance, as the budget process demands. Nevertheless, he said he had hired a consultant to assess the quality of the computer model that is used to predict the cost of the Pell Grant program.

## Cross-Matching Applicants

Mr. Riso said he also had moved quickly in stop loans and grants to defaulters. The department has spent \$435,000 to modify its computer with the company that processes aid applications, to require it to cross-match the applicants with a list of 4 million defaulters.

The cross-match is a stopgap measure, Mr. Riso said, until the department has the new National Student Loan Data System running by the end of 1993. Some critics,

however, including the Inspector General, say that completion date is overly optimistic.

Congress approved the data base in 1986, but department officials dragged their feet because they objected to restrictions that lawmakers put on its use. The restrictions were removed in 1989, and the department asked for bids on the project in May 1992.

The system is expected to give the department borrower-by-borrower information on the size of loans, characteristics of the students, and their repayment histories. It should also improve the quality of the default-rate data that the department uses to expel institutions from the loan programs.

In the short term, however, department officials have appealed to

the 47 guarantee agencies to improve their default data so that the department will have a stronger hand when institutions challenge the figures. But college officials who have already battled the department over the data predict that more problems lie ahead.

Leland W. Myers, federal liaison officer for the California Community Colleges, said he did not think the data would be improved anytime soon. His experience in helping to save eight community colleges from being barred from the loan programs has persuaded him that the department has big problems with the information that it collects from guarantee agencies.

"I think they're still in terrible trouble, and they're just not telling people," Mr. Myers said.

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## Supercollider Scientists Left Dazed and Angry by Vote to Kill Project

By KIM A. McDONALD

WASHINGTON Scientists who have devoted their careers to the Superconducting Supercollider reacted angrily last week to the House of Representatives' vote to end construction of the \$8.25-billion subatomic particle instrument near Dallas.

Many complained that the action not only was a personal blow, but sent a clear message to scientists around the world that the United States is not a reliable partner in international scientific collaborations and is renouncing its leadership in high-energy physics.

"It's an absolute disaster," said S. Peter Rosen, dean of science at the University of Texas at Arlington. "The United States has been the world leader in this field since the Second World War. For Congress to almost willfully kill the field is a national disaster."

### 'We Made a Terrible Start'

Mr. Rosen, a high-energy physicist, said many universities in Texas and other states had strengthened their physics departments in recent years, hiring new faculty members to work on the supercollider, which was scheduled to be completed in 1999.

"We made a terrible start," he said, adding that his institution had recently hired three scientists to work on the supercollider. "And that will just be blown away."

Although Mr. Rosen and other scientists hope to persuade the Senate to approve the \$650-million project in fiscal 1993, many say that much of the damage has already been done.

George H. Trilling, a professor of physics at the University of California at Berkeley who heads the Selenoidal Detector Collaboration, an organization of 900 scientists from more than 100 countries that is designing and constructing one of two large experiments for the sup-

ercollider, said the House vote would now make it more difficult to get other countries to commit resources to build the detector.

"There is no question that the action sends an extremely negative signal to U.S. collaborators," he said. "I am especially concerned about the signal it sends to Japan," he added.

### 'Extremely Demoralizing'

Japan is negotiating with U.S. officials on its contribution to the supercollider and may also offer a major commitment to its selenoidal detector.

Besides the potential loss of funds, Mr. Trilling said the decision by the House is having an "extremely demoralizing" impact on scientists in his organization.

"There are quite a few people who have made major commitments of their lives to this project and their careers are now in limbo," Mr. Trilling said. "To have people's careers and lives at the mercy of political winds is devastating."

Mr. Rosen of the University of Texas said the morale of many young high-energy physicists had been diminished by the action.

"A lot of young people have talked to me already," he said. "One young assistant professor at Southern Methodist University said, 'What am I going to do now? I can't easily design video games for two times the amount of money I'm making.' These are the sorts of thoughts physicists are having as a result of the vote."

Although many scientists had opposed the supercollider, fearing its high cost would squeeze out smaller research efforts, their criticism was noticeably muted last week, as they recognized the dire consequences for their colleagues.

In addition to the losses to scientists, killing the supercollider now would mean that the approximately \$1-billion that the federal gov-



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ernment has spent would end up serving no scientific use.

Rep. Sherwood L. Boehlert, a New York Republican who led the fight to kill the huge project, said "any sensible taxpayer anywhere in America will realize" that cutting the government's losses now is better than continuing to spend billions of dollars more on an effort that will siphon money away from other, more worthwhile scientific programs.

"The rest of the scientific community should stand up and cheer," he said.

But Robert L. Park, head of the Washington office of the American Physical Society, said many of the scientists in his group who initially opposed the supercollider now supported it, because they believed Congress had made a firm decision to begin building the project.

"I think the supercollider did

have something to offer science," he said.

Rep. George F. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology, said in a statement following the House vote, "I can think of no comparable situation where human society decided that it could not afford to pursue the next level of understanding in a field of science."

"In this sense, the damage is far greater than simply the loss of U.S. leadership in high-energy physics. What we really are talking about is

replacing a loan program with a National Service Trust Fund that would provide loans to all students and give them the option of repaying on an income-contingent basis or through national service."

Others, while not necessarily endorsing all aspects of Justice Scalia's opinion, said the potential loss of speech codes was not a cause for mourning. Said Robert M. O'Neil, director of the University of Virginia's Thomas Jefferson Center for the Protection of Free Expression: "As much as hateful speech represents an abhorrence, however abhorrent, the university community is not a place where we should suppress ideas."

## Government & Politics

## Bush's School-Choice Proposal Seen as Potential Source of College Funds

By THOMAS J. DELOUGHRY

WASHINGTON President Bush last week reversed his call for tuition vouchers for schoolchildren and suggested that some of the funds could be spent on college campuses.

At a ceremony on the White House lawn attended by 1,200 parents of schoolchildren, educators, and other supporters of "school choice," the President signed an order to amend his "No Bill for Children, No Congress" legislation to allow the \$450-million in budget request allocated in the budget request for fiscal 1993 that he sent to Congress in January.

Under the plan, the federal government would spend \$300-million on grants to states to subsidize programs that allow the parents of low- and middle-income students to choose schools for their children.

That prospect is expected to attract many private programs—which could be supplied by the federal government, state, or private center, Steve Winkler, director of the National Center for Education Policy, said.

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be used for "enrichment" programs that many colleges have for high-school students. "Some programs are already in place, and this may be an encouragement to develop others," he said.

Mr. Marker added, however, that he was unsure whether the funds would be enough to pay for the programs and the costs of getting students in the camps. "I guess we'll have to wait and see," he said.

Yed Marchese, vice-president of the American Association for Higher Education, said his organization supported efforts to get colleges to work with schoolchildren, but he said the proposed legislation would not be approved anytime soon. "It's sort of a non-starter," he said.

Mr. Marchese and others noted that Democrats in Congress had made it clear in the past that they were opposed to school-choice programs. Democrats have argued that vouchers would cause more middle-income students to flee public schools and that such programs are unconstitutional because they would spend federal funds in religious schools.

Critics charged last week that President Bush waskowtoing to religious conservatives to strengthen his political base. They charged

that the legislation had been sent to Capitol Hill too late for it to be approved, even if Democrats were willing to accept it.

President Bush told the White House gathering that the legislation would strengthen public education the same way the GI Bill and Pell Grant program had strengthened public universities. He said the share of students attending public colleges had increased since the GI Bill became law in 1948, even though veterans were free to attend private colleges.

"No one told the GI's they couldn't go to army, Notre Dame, Yeshiva, or Howard," he said.

Mr. Alexander said the Administration would come back with the legislation next year if President Bush is re-elected. "The Berlin Wall came down after a while, and this will pass just as suddenly," he said.

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## Florida's Prepaid-Tuition Program Stirs Skepticism Amid Success

By GOLDIE BLUMENSTYK  
If numbers alone were a measure, the Florida Prepaid College Program would be an unqualified success.

While similar plans in other states have bogged down in legal and political disputes, Florida's program has grown to be the largest in the nation.

Now in its fifth year, the program has enrolled more than 123,000 participants, is sitting on a \$26-million surplus, and generates about \$3-million in annual revenues for the various businesses that help sell and manage it.

But while the program shows all outward signs of success, some politicians and educators still worry that the state has underestimated the political and financial repercussions from the program.

State auditors have also questioned whether the program is really the best way for families of modest means to save for college.

In many respects, the Florida effort provides the best test yet of an idea that proponents have claimed could revolutionize higher-education finance and that detractors have charged is a ticking time bomb. Not only is the program large, but it is old enough for the state to have made adjustments in response to early criticism.

### Similar to Michigan's Plan

Like the plan initially proposed for Michigan by then-Gov. James J. Blanchard in 1986, the Florida program allows families to prepay future costs of college tuition at prices close to current costs. The State of Florida has guaranteed it will cover the costs of all contracts if investment earnings do not keep pace with tuition costs.

Many states have considered similar programs, but only Alabama, Alaska, Florida, Michigan, Ohio, and Wyoming actually operate them.

For higher-education officials in Florida, the biggest fear about the program is that the state won't have room at its public colleges. As many as 80,000 additional students are expected by 2000.

Enrollees in the program are not

## Tax on Earnings of Tuition Trust Fund Challenged by Michigan

A federal-court case could determine the fate of the Michigan prepaid-tuition program.

State officials have asked the court to overturn a 1988 ruling by the Internal Revenue Service and declare the program, the Michigan Education Trust, exempt from taxes on its investment earnings.

Lawyers for the program argue that under the Constitution and the federal tax code, MET should be immune from taxation because it is an integral part of state government. "MET is just one of the many tools employed by the State of Michigan to discharge its fundamental responsibility to encourage the education of its citizenry, albeit the most recent and most innovative tool," their legal briefs contend.

If MET wins, it could get back about \$23-million in taxes that it has paid since 1988, and save millions more in the future.

guaranteed admission or dorm space (Florida also sells prepaid housing contracts). But some state officials fear families buying prepaid tuition contracts today could be disappointed and bitter if their children can't get into a Florida college. The state has approved the creation of a tenth university, but not the money for it.

Financial considerations also concern some program skeptics, who note that the higher-than-projected tuition increases of recent years could continue in the future.

The program is based on the assumption that public-university tuition will increase by 7.5 percent annually. Tuition at the state universities increased by an average of 3.6 percent from 1988 to fall 1989, and by averages of 12.6 percent and 12.3 percent in succeeding years.

### Better Investments Cited

Financial planners and at least one state legislator have also criticized the program, saying families saving for college could do better with investments that provide a hedge against costs of college besides tuition and housing.

"There's nothing extraordinary about the return that you're getting," says State Rep. Jack Ascheri, the only member of the Florida House of Representatives to vote against the program back in 1988.

A financial planner himself, Mr. Ascheri says friends and colleagues often ask him about the plan. "I've never hesitated to tell them, 'I wouldn't buy it if I were you,'" he says.

Program officials concede its limitations. "We have never said that this is something that everybody should buy," says William W. Montjoy, executive director of the program. "We just try to make it easy to save for college."

March, raised the program for providing families to start saving for college. But the audit suggested that even some of those who had signed up may not benefit.

The audit said that a disproportionate number of enrollees who had canceled their contracts were



Stanley G. Tate, head of the Florida Prepaid College Program. "We know that our sales are directly related to advertising."

from minority and low-income households. Most of those who canceled said they could not afford to keep up the monthly installment payments. Those who cancel contracts get their money back, but without interest. The overall cancellation rate is about 10 percent. "It has been a good middle-class program," says Charles B. Reed,

more confident of the program's long-term financial prospects if the tax ruling went in the MET's favor. The IRS is vigorously opposing Michigan's arguments.

The Michigan program differs from other prepaid programs such as Florida's, because Michigan has not pledged to back the program if the trust's earnings are not sufficient to meet the costs. That includes the other state programs as well.

MET is essentially no investment fund operated to assist college savings efforts for the benefit of designated beneficiaries," the lawyers argue in court briefs.

Lawrence D. Owen, a lawyer representing MET, says such arguments show the IRS is out for money, not equity. "I'm convinced their position is driven more by the deficit than it is by the law," he says.

—GOLDIE BLUMENSTYK

Government & Politics  
contracts cover only tuition, and not additional fees, books, and other expenses. The first year of the program covers 25 percent of the cost.

Last year, in response to rumormongering that the program might be a scam, the state advertising budget for the program was cut by 50 percent.

### A Very Costly Program

Of the \$2.58 million in advertising costs, 30 percent of the program's budget was for the first year of the program. The state's share of the program's budget was 10 percent, and the rest was paid by the state's major financial institutions.

Altogether 97,239 contracts had been sold. Of the two-thirds of those purchased, more than 20 percent were for the state's black and nearly 13 percent Hispanic.

Stanley G. Tate, the businessman who has chaired the program since its inception, acknowledges the program's price could be a "very costly program."

Although it no longer sells prepaid-tuition contracts, Barnett still makes money from the program. A subsidiary, Barnett Investments, manages the program's investments.

The company that manages the program's investments, United States Trust, was paid more than

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the first 25,000 contracts it sells and slightly less for the next 25,000. Since July 1991, it has taken in more than \$900,000. Gene Kennedy, director of marketing for First Union, says the business was not overly profitable because the bank has many start-up marketing costs to recover from its fee, but adds, "We're hoping it will be profitable for us in years to come."

He says the bank also benefits indirectly. "People who aren't customers" come in for information and "it gives us a chance to meet them," he says.

### A Disappointment

For Barnett, losing the prepaid program's business was a disappointment. But Paul Coladagelli, manager of "affluent market" business at Barnett, says the selection of First Union freed his institution from concerns that the prepaid business would inhibit Barnett from selling mutual funds and other products as college investments.

Mr. Coladagelli says his bank's products offer advantages over the state's prepaid program. "Even if the person was planning to go to Florida" for college, he says the state program might be too limiting for some clients because it only covers tuition and housing. While not criticizing the Florida program, he adds, "The surplus of the program is \$20-million, he adds."

Mr. Montjoy says the surplus is the best evidence of the program's financial strength.

As for its soundness as public policy, Mr. Montjoy and Mr. Tate defend the program unshakably. "Other investments may pay better, but the prepaid program and its attendant publicity ultimately promote savings for college."

That is still far better, says Mr. Montjoy, than "unqualified public policies that have increased reliance on debt as a method of financing a college education."



Stanley G. Tate, head of the Florida Prepaid College Program. "I wouldn't buy it if I were you."

\$165,000 in 1990-91, and an additional \$189,000 this year. Its payment is based on the value of the assets, which had a market value of \$271.9-million as of March 31.

### Comfortable Cushion

Actuaries at Ernst & Young have determined that, as of August 1991, the program had a surplus of \$26-million, down \$1-million from a year ago but still a comfortable cushion. Ernst & Young's calculations assumed that \$10-million of that surplus would come from savings in interest the fund would not have to provide on contracts that are canceled or refunded because the beneficiary attended college outside Florida.

The company also tested how unusually high tuition and dormitory fee increases could affect that surplus. It found that five years of 10-percent tuition increases plus dormitory increases of 6 to 9 percent would drop the surplus to \$6-million; 10-percent tuition increases for 10 years would create a \$7-million deficit.

Robert B. Crompton, senior manager at Ernst & Young, says the tests show the program is sound because successive years of such increases are unlikely. "I would be surprised by any scenario" that reduces the surplus below \$20-million, he adds.

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## Collaborative Role on State Problems Urged for Colleges

By ROBERT L. JACOBSON

The Western Interstate Commission for Higher Education has called on public colleges and universities to seek new, collaborative efforts to solve their states' economic and social problems. It said such action was needed in light of growing economic competition from abroad and long-term fiscal constraints at home.

Through 17 policy recommendations adopted in Bismarck, N.D., at its semi-annual meeting, the commission laid out an ambitious blueprint for each state to devise "a strategic agenda that signals a new statewide perspective for higher education."

### Involvement With Schools

State financing policies should support the goals of such an agenda, the commission said.

In general, leaders of the 16-state organization, known as WICHE, agreed that academic institutions were crucial to economic development. In particular, the group advocated "campus-wide involve-

ment" with public schools and teacher preparation, and called on state colleges and universities to view that role as their primary collaborative effort with other institutions, businesses, and government agencies.

The commission said academic institutions should take the lead in supporting racial and ethnic diversity. It said colleges should be able to show that they are making progress in helping students succeed and in accommodating a new clientele of "life-long learners, place-bound students, part-time students, working adults, re-entry adults, individuals in rural communities, and members of underserved racial and ethnic groups."

Other recommendations would make state higher-education agencies accountable for the performance of academic institutions and link the hiring, review, and promotion of faculty members to their commitment to teaching and other aspects of the proposed agenda.

The WICHE leaders recommended that colleges stress "a rigorous

and integrated curriculum that blends liberal arts with vocational, technical, and professional education." Another proposal would eliminate "barriers to the increased use of technology" in higher education, including "traditional faculty reward and promotion policies and state funding formulas."

### Distinct Mission a Sought

A preliminary report that was discussed at the Bismarck meeting referred to criticisms that had been directed at higher education in recent years and concluded that colleges' missions should be more distinct from one another. The report said that most state policies were "guided by attention to individual institutions," rather than to systems of institutions, and that the policies thus reinforced a "press toward institutional sameness."

In addition, the report recommended giving more attention to applied research at a time when basic research tied to specific disciplines is dominant.

## STATES NOTES

- South Carolina changes system for distributing student grants
- Black lawmakers in Pennsylvania criticize the state's colleges
- Hispanic groups offer settlement in Texas discrimination case

The South Carolina Tuition Grants Commission has changed the way it reserves awards for applicants planning to attend the 19 private colleges that take part in its aid program.

Currently, the grants are given on a first-come, first-served basis. Funds usually run out by the March before the start of the academic year for which students are seeking aid.

Under the new program, which will begin in fiscal 1993-94, grants will be made available to all eligible students who apply by June 30, 1993, for the coming academic year.

While more students will be able to receive money, the grants may be smaller. The program now receives \$17-million from the state; a total of \$35-million would be needed to keep the grants at their present size if all eligible students applied on time. If financing stays level, students can expect the maximum grant to be reduced by about 20 percent. The top grant is now \$3,900.

The new policy should help students who plan to attend historically black colleges, because the admissions process for those schools usually continues into the summer, said Fred R. Sheheen, state higher-education commissioner. The old policy left about 2,000 eligible students a year without grants, a third of whom planned to attend black colleges.

Some college officials oppose the new policy. John P. Gillespie, financial-aid director for Presbyterian College, said: "It

waters down the amount so much that some students will have to choose a state school."

—SALMA AUBREY-NOVA

A report by Pennsylvania's Legislative Black Caucus lambastes higher education in the state, saying colleges have "flunked the test" on educating black students.

The 100-page report is based on data from the 14 institutions in the State System of Higher Education, and from four state-related institutions. Eleven private colleges receiving direct aid from Pennsylvania were also included. An official of the state system said the report was misleading because it mixed data from the three different types of institution.

Direct state support for higher education topped \$10-billion in the 1980's, and white college enrollment increased by 24 percent in the decade, the report states. But, excluding Lincoln University, the state's only historically black college, black enrollment declined to 30,775 in 1989-90, from 30,847 in 1980-81. The drop came despite increases in the proportions of black students taking the Cooperative Aptitude Test and indicating an interest in college, said State Rep. Vincent Hughes, the caucus chairman.

Byron A. Wiley, director of social equity for the state system, said the decline in black enrollment had taken place because the number of black students graduating from state high schools had decreased.

When black students do go on to higher education, the report says, colleges have "prohibited" them. At 10 of 18 state-supported and state-related colleges, the difference between the retention rates of white students and black students is greater than 20 percent.

Mr. Hughes said the high cost of a college education and an inhospitable campus climate were to blame.

—JOHN MENCHER

The plaintiffs in a class-action suit against the state of Texas offered a settlement last week that would roughly double the amount of money spent on higher education in north Texas.

The proposal, which is being considered by legislative leaders, would create dozens of new master's and doctoral programs and expand professional programs at colleges along the border with Mexico. It would cost the state an additional \$200-million a year for the next 10 years, increasing annual state spending on higher education by 10 percent.

State legislative leaders have reacted cautiously to the proposal. However, if the parties do not settle the lawsuit, a court could order a plan that would cost the state more money. A state district judge ruled in January that Texas's higher-education system discriminated against border residents, and he gave the state until May 1993 to correct inequities. The state's appeal is pending.

—KATHERINE S. MANGAN



## Reauthorization of the Higher Education Act

Status of compromise bill: Approved by conference committee

## RELEGATIONS

**Present law:** Neediest students are limited to the maximum grant of 60 percent of their expenses, whichever is less. Part-time students are eligible for grants, but have been denied funds in appropriations legislation. Maximum authorized grant is \$3,300. 1991-92 maximum award is \$2,400. Total number of recipients: 3.6 million.

**House:** Neediest students would receive \$2,750 for living expenses plus one-quarter of tuition up to \$1,750 in 1993-94. Maximum grant would increase with inflation. Recipients in top tenth of high-school classes or top fifth of college classes would receive \$500 Presidential Scholarships. Part-time students would be eligible. Total recipients in first year: 4.8 million.

**Senate:** Neediest students would receive \$2,300 for living expenses plus one-quarter of tuition up to \$1,300 in 1993-94. Maximum grant would grow each year to reach \$4,800 in 1999-2000. Total recipients in first year: 4.2 million.

**Compromise bill:** Congress would be authorized to provide a maximum grant of \$3,700 in 1993-94, and to raise it each year to reach \$4,500 in 1997-98. Half of the portion of the grant in excess of \$2,400 would be for tuition. Therefore, a grant of \$3,700 would be made up of \$3,050 for living expenses and up to \$650 for tuition. Part-time students would be eligible.

## GUARANTEED STUDENT LOANS

**Present law:** Size of Stafford Student Loan determined by students' need. Maximum loan is \$2,625 a year for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students. Loans are made through banks and subsidized by government. Interest rate is 8 percent and increases to 10 percent in fifth year of repayment. Government pays interest while student is in college. Supplemental Loan for Students are available to graduate students and financially independent undergraduate students at an interest rate of up to 12 percent. Government does not pay in-college interest.

**House:** Stafford Student Loan program would be retained for needy students with interest rate of 8 percent, which would increase to 10 percent in fifth year of repayment. New "unsubsidized" Stafford loans that do not have in-college interest subsidy would be created for all students. Direct-loan pilot project would be established for limited number of institutions that would replace Stafford, supplemental, and parent loans on participating campuses. Stafford loan limits would be \$2,625 for freshmen graduates, \$4,000 for other undergraduates, and \$7,500 for graduate students.

**Senate:** Size of Stafford Student Loan would be determined by student's need. Loan limit would be \$3,000 a year for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$9,000 for graduate students. Interest rate would be 3.1 percent above the 91-day Treasury bill rate up to a maximum of 9 percent, and increase to as much as 11 percent in fifth year of repayment. Government would pay interest while student is in college. Supplemental Loans for Undergraduate Students would be made available to all students, regardless of income, at an interest rate of up to 11 percent.

**Compromise bill:** Stafford program would be retained for needy students with an interest rate set at 3.1 points above the rate for three-month Treasury bills. New Stafford set subsidy would be created for all students, regardless of income. Direct-loan program would be established for 500 institutions, which would replace Stafford, supplemental, and parent loans on participating campuses. Limits on Stafford loans would be \$2,625 for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$8,500 for graduate students. Supplemental loans would be retained for graduate students and independent undergraduates.

## CAMPUS-BASED PROGRAMS

**Present law:** Federal government pays 85 percent of Supplemental Educational Opportunity Grants, 70 percent of College Work-Study, and 90 percent of Perkins Study Loans. College Work-Study is a remainder of the funds. Maximum supplemental grant is \$4,000. Perkins loans are eliminated by college and carry an interest rate of 8 percent. Students may borrow a total of \$4,500 by end of their second year, \$9,000 over four years, and a total of \$18,000 for undergraduate and graduate education.

**House:** Federal government's share for Supplemental Educational Opportunity Grants and Perkins Study Loans would decline to 75 percent. Perkins limits would be \$6,000 by the end of a student's second year, \$15,000 by the end of the fourth year, and \$25,000 by the end of the fourth year. Institutions with default rates below 7.5 percent on Perkins loans could decrease loan limits to \$8,000; \$20,000; and \$32,000.

**Senate:** Federal government's share for Supplemental Educational Opportunity Grants, College Work-Study, and Perkins loans would be 75 percent. First-year graduate students would be eligible for supplemental grants. Education Secretary could give 10-percent bonus in work-study and Supplemental Educational Opportunity Grants to institutions that graduate more than half of their Pell Grant recipients. Loan limits would be \$15,000 by completion of undergraduate degree and \$40,000 by completion of graduate degree.

**Compromise bill:** Federal government's share for Supplemental Educational Opportunity Grants and College Work-Study would be 75 percent. Its share of Perkins Loan programs would be 85 percent in 1993-94 and 75 percent in following years. Perkins loan limits would be \$3,000 a year for undergraduates, and \$5,000 for graduate students. Institutions with default rates below 7.5 percent on Perkins loans could increase loan limits. Education Secretary could give money to institutions that graduate more than half of their Pell Grant recipients.

## NEEDS ANALYSIS

**Present law:** Federal government contracts with four companies to publish, distribute, and process aid applications. Two of the contractors charge students a fee. Every student must complete an application each year. Simplified form is available for families earning less than \$15,000 a year. Federal-aid eligibility formulas include equity in home, farm, or business as assets against which families are expected to borrow to pay for college expense. Students who are financially dependent on their parents are required to contribute 70 percent of income for college costs.

**House:** Federal government would provide a single form application. Students would receive reports by updating information from the previous year. Single aid-eligibility formula would exclude from calculations the equity a family owns in its home, farm, or business. Dependent students would be required to contribute half of after-tax income for college costs.

**Senate:** Current application system would be maintained. Simplified form would be made available to families earning up to \$50,000 a year. Education Secretary would be instructed to develop simplified re-application process. Single aid-eligibility formula would exclude home and farm equity for families earning less than \$50,000. Dependent students would be allowed to keep \$3,500 of income and be required to contribute half of remaining amount in first year and three-quarters in other years for college costs.

**Compromise bill:** Separate federal application would be distributed and processed by government contractors at no cost to students. Institutions could require a second application for institutional aid that could require a processing fee. Students would receive a report by updating previous information. Simplified application made available to families earning less than \$50,000. Single aid-eligibility formula would exclude home and farm equity for all families. Dependent students would be required to contribute half of their earnings above \$1,750 for college costs.

## GRADUATE FELLOWSHIPS

**Present law:** Education Department maintains Esposito fellowship for minority students and for students studying education, humanities, sciences, or public service. In most cases, maximum annual stipend for a student is \$10,000.

**House:** Education Department would maintain current programs and add "Faculty Development Fellowships" for minority graduate students who are interested in becoming professors. Participants would have to teach two years for every year of assistance.

**Senate:** Education Department would maintain current programs and add the "Dorrie Chavez Fellowship Program" for minority graduate students who want to be professors. Participants would have to teach two years for every year of assistance.

**Compromise bill:** Education Department would maintain current programs and add "Faculty Development Fellowships" for minority graduate students who want to be professors. All fellowships would be comparable in size to those of the National Science Foundation.

## EARLY INTERVENTION

**Present law:** Efforts to educate needy high-school students about higher education are included as part of the Trio programs. Students receive no extra aid for participating in the programs.

**House:** Trio programs would be maintained. Liberty Scholarship and Partnership Programs would provide states with matching funds to finance early-intervention programs and to give scholarships to participants. Congress would award \$25 per cent for those who participate in early-intervention programs for three years and have a grade-point average of at least 2.5 for final two years in high school. Funds would be authorized for publicizing student-aid programs.

**Senate:** Trio programs would be maintained. The State Student Incentive Grant program would be amended to provide states with matching funds to finance early-intervention programs and to give scholarships to participants. Pell Grant recipients who participate in an early-intervention program and demonstrate "academic achievement" would receive \$1,000 a year. Funds would be authorized for publicizing aid programs.

**Compromise bill:** Trio programs would be maintained. The State Student Incentive Grant program would be amended to help states finance early-intervention programs and to give scholarships to participants. Pell Grant recipients who participate in an early-intervention program and demonstrate "academic achievement" would receive \$1,000 a year. Funds would be authorized for publicizing aid programs.

## TITLE III

**Present law:** Provides funds to help "developing institutions" improve academic programs and support services and build their endowments. The program includes "set-aside" for historically black two-year colleges. Provide aid to set historically black graduate schools.

**House:** The set-aside for two-year colleges would be eliminated. Eleven more historically black graduate schools would be made eligible.

**Senate:** The set-aside for two-year colleges would be eliminated. Six more historically black graduate schools would be made eligible for assistance. A program would be set up to provide assistance to colleges where Hispanics account for at least one-quarter of undergraduates.

**Compromise bill:** The set-aside for two-year colleges would be eliminated. Eleven more historically black graduate schools would be made eligible. A program would be set up to provide assistance to colleges where Hispanics account for at least one-quarter of undergraduates.

After taking a critical look at the role it should play in the 1990s, the Council for Advancement and Support of Education has decided to add a new dimension to its programming.

Each year the council conducts about 100 workshops and conferences nationwide on fund-raising and public relations for its nearly 3,000 members, of which about two-thirds are two- and four-colleges.

But many institutions have complained that they cannot afford to travel to the meetings, which are usually held for several days in large cities. "We're not reaching community colleges. We're not reaching small institutions. We're not reaching historically black institutions," says Peter McFadden, president of CASE.

So the organization has created the "Ten+ Most Wanted Program," which will offer 11 one-day workshops at colleges in its eight regional districts. The workshops will cover such often-requested topics as "advancement writing at its best" and "marketing two-year institutions."

The new conferences are part of a larger restructuring plan that CASE will announce at its annual conference this month.

According to a draft of the plan, CASE will focus on helping colleges deal with challenges of the 1990s, such as raising higher education's troubled image and managing higher education in an era of reduced federal support from government.

The organization will continue to hold its larger, national week-long workshops, which will be directed at more sophisticated development operations. CASE's vice-president for special projects, Donna M. Chenn, said the group hopes the new workshops will "hit an entirely new niche of people who haven't had access before."

An anonymous donor has given money for three "Road to Recovery" scholarships at Portland Community College for recovering drug or alcohol addicts.

The scholarships will provide three students with \$1,000 each in the next academic year—a little less than a typical scholarship.

The donor stipulates that applicants must have completed one year of sobriety and be involved in a recovery program. They must also be full-time students at the college and maintain a 2.5 grade-point average. The names of the recipients and the donor will remain confidential.

The gift is not part of an endowment, but college officials said they hoped the donor would continue it if it is successful.

"We've never had a scholarship like this before," said Mark Stokols, executive secretary of the Portland Community College Foundation. "It is a unique opportunity to help people."

## Business &amp; Philanthropy

## Donations to Charity Rose 6.2% in 1991, Apparently Buoyed by Market's Recovery

Education sees gain of 7%; individuals play major part

By JULIE L. NICKLIN

The stock market's recovery at the end of 1991 appears to have given a boost to charitable giving. Earlier this year, many organizations had seen donations drop.

Despite the recession, individuals, foundations, and corporations donated a total of \$124.8-billion to non-profit groups and charitable causes last year—a 6.2-per-cent increase from \$117.5-billion in 1990. When adjusted for inflation, giving increased 1.4 percent.

The findings will appear in the forthcoming annual edition of *Giving USA*. The report, which tracks giving to non-profits, is compiled by the American Association of Fund-Raising Counsel (AAFRC) for Philanthropy, in New York.

## Health, Human Services Lose Ground

Giving to education, including both schools and colleges, increased at a rate slightly higher than overall giving, rising 7 percent to \$13.3-billion.

Gifts to religion, the arts, international affairs, and the environment also increased, while those to health organizations, and human-services and social groups, remained virtually steady or dropped.

Ann B. Kaplan, editor of *Giving USA*, says the results show a "shift of interest in education" following several years in the late 1980s when donations to education had lagged.

The report attributes the end-of-the-year upturn largely to the stock-market recovery in November and December. Many people waited until the end of the year to make gifts, and the market's performance appears to have made some donors more generous. The increasing number of Americans who are becoming wealthy and entering into the prime giving age range of 35 to 64 also contributed to the growth, the report says.

For much of 1991, however, some fund-raisers saw drops in the annual gifts they usually could count on from donors, the report says. Gifts from foundations and corporations didn't increase as much as they have in past years. On the other hand, wealthy individuals increased their overall giving. Non-profit groups that had the most successful years were those in the midst of capital campaigns.

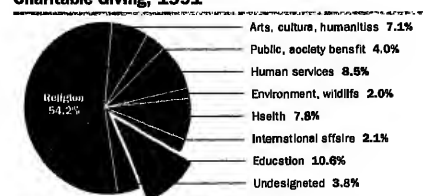
College fund-raisers say that for the most part, the giving patterns reported by *Giving USA* have played out on their campuses.

## 80% Comes From Individuals

The 7-per-cent growth rate in giving to education, which outpaced inflation by 2.2 percentage points, is stronger than that revealed by a 1991 survey on giving to higher education by the Council for Aid to Education.

The council's report, released in May,

## Charitable Giving, 1991



Note: Figures do not add to 100 per cent because of rounding

Area	Amount	Current dollars	Adjusted for inflation
Religion	\$67,590,000,000	+6.8%	+2.0%
Education	13,280,000,000	+7.0	+2.2
Human services	10,610,000,000	-10.2	-14.3
Health	9,680,000,000	-2.2	-6.7
Arts, culture, humanities	8,810,000,000	+11.6	+6.6
Public, society benefit	4,930,000,000	+0.2	-4.3
International affairs	2,590,000,000	+16.5	+11.3
Environment, wildlife	2,540,000,000	+10.7	+5.8
Undesignated	4,740,000,000	—	—
Total	\$124,770,000,000	+6.2%	+1.4%

SOURCE: AAFRC Trust for Philanthropy

CHART BY LEAH WOOD CHRONICLE

said donations to the nation's colleges had increased 4 percent in 1991, but declined 1 percent in inflation-adjusted dollars. The council's survey covered the fiscal year ending June 30, 1991, and did not show the effect of the stock market's resurgence in November and December.

According to *Giving USA*, more than 80 percent of all 1991 giving came from individuals. Gifts by living individuals rose 6.8

percent, while bequests grew only slightly—1.9 percent.

Wide disparity existed among the wealth of the people who were giving, the report suggests. Many rich people who can make gifts from the income they earn or investments were able to make major gifts, even though some recent studies had suggested that individual millionaires aren't as generous.

Continued on Following Page

## 'Urgent Open Letter' Calls on Trustees to Be More Effective Leaders of Colleges

By GOLDIE BLUMENTHYK

Another group has called on colleges to change the way they do business by adopting realistic financial and academic goals. But this time it's the messengers that are unusual, not the message.

The critique came from 36 "deeply concerned" college and university trustees who together have ties to 40 public and private institutions and who are affiliated with the same investment-banking company.

All of the trustees are partners or retired partners at Goldman, Sachs & Company, or are partners' spouses. More than a dozen of them are part of an informal group at Goldman, Sachs that has been meeting about four times a year since 1980 to discuss common problems and issues related to their college service.

Now, in an "urgent open letter" to fellow trustees" in the May-June issue of *AGB Reports*, the magazine of the Association

of Governing Boards, the trustees have called on their counterparts to become more active in setting and monitoring policy.

"The nature of the economic challenges facing higher education and the increasing complexity of colleges and universities require that trustees become more effective leaders of their institutions," the three-page letter says.

## Too Many Lunches

Trustees should insist that institutional priorities be established and financed, that their institutions budget for annual maintenance and equipment costs, and that trustees themselves deal with important issues, the letter says.

Too often at meetings, trustees hear from the president, attend committee meetings, and "have a very nice lunch and dinner," said J. Fred Weitz, Jr., a trustee

Continued on Following Page

## Gifts to Education Rose 7% in 1991, Due to Late Surge

Continued From Preceding Page

ous today as their predecessors were. By contrast, annual gifts from people who donate from their earned income dropped off.

That trend was evident at many colleges and universities where annual-fund drives faltered. Such drives typically ask alumni, parents, and friends to give \$50, \$100, or \$1,000.

**'Significant Factor'**  
The donors, say college fund raisers, were worried about the recession and their jobs and didn't know how much money they could afford to give (The Chronicle, March 4).

"It was the most significant factor in not meeting our goal," says William M. Handt, director of annual giving at Princeton University.

Princeton's annual fund fell \$800,000 short of the \$19.5-million it hoped to raise in 1991.

Several college fund raisers agreed that an institution's success in bringing in major gifts depended



H. Gerald Quigg of the U. of Richmond: "We couldn't even get an appointment with a company, much less a donation."

upon whether the campus was engaged in an aggressive fund-raising effort.

The University of Colorado Foundation, for example, says its announcement of a \$200-million capital campaign in October 1990 enabled the campus to garner sev-

eral major donations, including a \$5-million gift from an anonymous donor and \$2-million from an alumnus. To date, the foundation has received \$189-million in gifts and pledges.

"Had we not been in a campaign, we would have just treaded water," says Betsy Jay, the foundation's vice-president of communications. "I'm not sure those gifts would have come through without it."

**Donations from foundations** to all non-profit organizations increased by 7.3 per cent, to \$7.8-billion. But the growth was slower than that reported the year before. Corporate giving increased only 1.7 per cent, to \$6.1-billion.

**A Shift in Focus**  
Many colleges have noticed a sluggishness in corporate and foundation donations. Fund raisers say some foundations are choosing to concentrate their giving to education in elementary and secondary schools. Many companies are re-

luctant to give because their profits are weak.

"We couldn't even get an appointment with a company, much less a donation," says H. Gerald Quigg, vice-president for development and university relations at the University of Richmond.

Other institutions say corporate donations are still coming in. Colorado received at least two major donations totaling \$8-million from companies in 1991. "We've been extremely aggressive," says Colorado's Ms. Jay.

**10% Drop for Human Services**  
For some non-profits, 1991 was a boom year. International-affairs groups saw the greatest rise in donations, with gifts increasing 16.5 per cent, to \$2.6-billion.

Donations to the arts grew by 11.6 per cent to \$8.8-billion. Gifts to environmental causes rose 10.7 per cent, to \$2.5-billion. Those to religion went up 6.8 per cent, to \$6.7-billion.

The largest decline was felt by human-services groups, which experienced a 10.2-per cent drop to \$10.6-billion.

Donations to medical clinics and

## Business & Philanthropy

health groups also declined 12.2 per cent, to \$9.7-billion. Gifts to minority groups held steady, at \$4.9-billion.

The figures in Giving USA are based on data reported to the Foundation Center, a Washington-based organization that disseminates information about philanthropic funds; on surveys of large foundations conducted by the Associated General Contractors of America; on information compiled by the Council for Aid to Education; on the Conference Board, and on several other sources.

Many of the 1991 figures will be revised, just as those in previous years have been, to include more comprehensive data and to use a new calculation method.

The American Association of Fund-Raising Counsel is made up of major consulting companies, help institutions plan and coordinate capital campaigns. The Trust for Philanthropy is the association's research arm.

Copies of the 1992 edition of Giving USA will be available in August for \$45, prepaid, from the association, 25 West 43rd Street, New York 10018.

## 'Urgent Letter' Urges Bigger Trustee Role

Continued From Preceding Page

at Norwich, Pace, and Stanford Universities and one of the organizers of the letter.

"Sure it's prestige and all that," Mr. Weinitz said of the benefits of being a trustee. But he said the authors hoped the letter would remind their fellow trustees of their real responsibilities. "If you're going to be involved, be involved. Because these institutions need help."

Another signer of the letter, Robert M. Conway, a trustee at the University of Notre Dame, said the financial issues facing colleges today "require a more active involvement than three or four meetings a year."

Mr. Weinitz said the letter should

be read as a call for trustees to get "involved in the day-to-day life of the institution," he said. Trustees should be "asking the questions and making sure people are focusing on the things."

**Scandals and Criticism**  
The letter also takes passage of research "scandals" that have affected the image of higher education. Mr. Weinitz said he was aware that trustees at Stanford had been criticized for being inactive in charges that Stanford had bilked the federal government in research costs. He said he and his fellow board members believed they had dealt with that issue properly, but "as it turns out, we didn't do enough."

## PRIVATE GIVING TO COLLEGES AND UNIVERSITIES

**KREBS FOUNDATION**  
P.O. Box 2552  
3215 West Big Beaver Road  
Troy, Mich. 48067-3253

**Fellowships.** For renovation of facilities for the biology department: \$300,000 to Case Western Reserve.

**For renovation of a residence hall:** \$200,000 to Maryville College (Tenn.).

**LILLY ENDOWMENT**  
2603 North Meridian Street  
P.O. Box 80008  
Indianapolis 46208

**Higher education.** For a study of the changing characteristics of today's undergraduates and the implications of those changes for higher education: \$126,178 over two years to Harvard U.

**For research on faculty members' and administrators' perceptions of the balance between teaching and research:** \$362,103 over three years to Syracuse U.

**Leadership.** For leadership program in Marion County, Ind.: \$101,135 to Butler U.

**Philanthropy.** For research on philanthropy: \$250,511 over three years to Teachers College of Columbia U.

**Religion.** For dissemination of findings of a Lilly-supported study of religious orders in the United States: \$41,261 over three years to DePaul U.

**For a national study of Catholic religious-education programs for young people and adults:** \$491,644 over two years to Educational Testing Service.

**For study of religious thought in American culture:** \$266,083 to Princeton U.

**For research on American religious history and theology:** \$248,450 over three years to Yale U.

**Theological education.** For research on the issues, trends, and models in theological education: \$101,750 over two years to Columbia Theological Seminary (Ga.).

**To share information about the teaching and practice of spiritual formation of seminary students:** \$133,930 to North Park College and Theological Seminary (Ill.).

**For research and writing on the theological education of Africa:** \$100,000 and the history of African-American churches: \$115,000 over three years to Washington Theological Union.

**TRUST FOUNDATION**  
887 Madison Avenue  
New York 10022-8087

**Support.** For the capital campaign: \$10-million to Tufts U.

**GIFT REQUESTS**  
Attention College. For facilities: \$6-million from Gladys Langroise.

**Autism University.** For the college of engineering: software valued at \$6.7-million from Mentor Graphics Corporation.

**Bates College.** For scholarship: \$2.3-million from the estates of Wallace W. and Lillian Fairbanks and \$1-million from two anonymous donors.

**For support of programs:** \$1-million from Jean and James L. Moody.

**Colby College.** To endow the directorship of the art museum: \$1-million from an anonymous donor.

**Georgetown University.** For support of programs: \$1.5-million from the estate of Frederick J. Hees.

**Harvard University.** For a professorship in environmental management: \$2.5-million from Mrs. John Hees.

**Marshall University.** For new buildings on the campus: \$300,000 from Wilbur Myers.

**New York University.** For the Management Education Center to the school of business: \$1-million from Henry Kaufman.

**Occidental College.** For a student center: \$5-million from J. Stanley and Mary Johnson.

**Rensselaer College.** For the Sports Forum: \$1-million from John R. Igo.

Notes  
LARRY

What do you get when you put a music major in a political-science class and ask him to give an oral presentation?

In the case of Christopher Tucker, a sophomore at the College of Saint Rose, you get a nervous student telling his professor he'd feel more comfortable delivering his final presentation as a rap.

Fortunately for Mr. Tucker—and his unnamed classmates—Sister Agnes Rose Burton, an associate professor, gave him the go-ahead. She encourages students to attack course material from the perspective of their majors. Art majors, for example, draw political cartoons and mathematics majors analyze the results of polls.

Students are often pleasantly surprised by her teaching style. "I had no idea she was going to take us up on it," Mr. Tucker said.

Mr. Tucker, who is training to become a music teacher, had composed many songs on his synthesizer, but none with lyrics. For this project, though, he wrote lyrics and composed music about the 1992 Presidential election to emphasize the importance of music as a communicative tool.

His said people gave him strange looks when he began his presentation. But it was a morning class and as people came to life, he said, they warmed up to his performance.

College graduates pondering the payment for jobs may have false prospects by the end of this year, according to a new survey.

L. Patrick Scheetz, assistant director of placement services at Eastern State University, says employers see a better picture for new graduates beginning in the fourth quarter of 1992.

Michigan State surveys businesses, industries, and government agencies about recruiting trends and publishes the results every December.

This spring, however, Mr. Scheetz decided to publish an update.

"We had some hints the economy might have some effect on the job prospects of college graduates," he says. "There's no change at the present, but there's a glimmer at the end of the rainbow. And for college graduates, that's good news after three years of consecutive decreases in hiring."

The 164 employers who responded to the survey said they expected more improvement in the fourth quarter. Fifty-five percent expect an improvement of 9 to 10 per cent in late 1992.

Seventy-two per cent of the employers anticipated an increase in job opportunities for new college graduates by the beginning of 1993. The increase is expected to be maintained through 1994 and 1995.

Although hiring has been slower than a year ago, Mr. Scheetz says average starting salaries in 1991-92 were 5 to 6 per cent above those in 1990-91.

## Students



Arthur Jackson, associate dean of student affairs at Eastern Conn. State U. "Unless you're a Lithuanian brown-eyed farmer from Albania, you can't get many of these scholarships."

## States Hope to Curb 'Scholarship-Search' Companies That Prey on Anxious Students and Their Families

By MICHELE N-K COLLISON

"Attention, students and parents! Is lack of money turning you or your child away from college? Don't miss this opportunity to put up to \$2,500 or more in your pocket by filling out a few simple forms!"

Does this ad for a computerized scholarship service sound too good to be true? High-school guidance counselors and law-enforcement agencies in several states say it is.

Attorneys general are scrambling to keep up with complaints that have been pouring into their offices about scholarship companies. They say the agencies promise to find anxious students and parents thousands of dollars in "unclaimed" scholarships. Usually, respondents end up with little more than a list of financial-aid programs and scholarships. In some states, officials have already won judgments against the companies.

The U.S. Postal Service and the Wisconsin Attorney General's office, for example, have won judgments against California and Illinois scholarship companies. Although neither admitted guilt, both companies agreed to make refunds to disgre-



Barbara Maza was above on the lookout for scholarships for her daughter. "They are just praying on people who have kids in college and who need money."

ted students and parents and to change advertising that investigators said was misleading. Wisconsin recently sued another company.

"People who spent money on these services might as well have thrown it out the window," says A. Dallas Martin, president of the National Association of Student Financial Aid Administrators. "I hate to see people spending money unnecessarily, especially when they are trying to save money."

**No Need to Pay**  
Reputable scholarship-matching services operate throughout the country. But since the mid-1980's, say college financial-aid administrators, hundreds of entrepreneurs have promised to find scholarship money for students and parents. Some have also promised to customize their scholarship lists to reflect students' interests and majors.

Many high-school and college officials say that students and parents needn't pay private companies for information that is available free from counseling offices in high schools and colleges. Six hundred schools and colleges, for instance, have

Continued on Following Page

## COMING AUGUST 5 AN EVEN MORE USEFUL EDITION OF EVENTS IN ACADEME

You'll want to save this extraordinarily useful compendium of forthcoming meetings, conferences, seminars, and other noteworthy events in higher education. This fall's edition will be more useful than ever. In addition to the comprehensive listings, you'll find articles on how successful marketing planners work (and sometimes stumble); on academic travel in Eastern Europe; and on how conventions help us celebrate the comings and goings in our lives that give special delight, special pain. Don't miss this pull-out special—in The Chronicle's August 5 issue.

## Be sure to reserve advertising space.

To call extra attention to the events you sponsor, you're invited to insert an advertisement in this special section of The Chronicle. Deadline for space reservations and materials: Friday, July 17. Phone our Display Advertising Department today: (202) 462-1080; ask for Gina Hill.

The listing of events in the new columns of this special supplement is free, and information for inclusion in these columns is welcomed for consideration by the editors.

The Chronicle of Higher Education  
1255 Twenty-Third Street, N.W., Washington, D.C. 20037

## SEARCHING FOR FINANCIAL AID

## Company Offers Big Data Base of Information on Available Scholarships, but No Guarantees



Herm L. Davis, president of National College Services. "Counselors are so busy dealing with social problems like drug abuse and teen-age pregnancy that college counseling is sometimes a luxury."

While some students and parents have been paying up to \$200 for scholarship listings from private companies, thousands more students have been getting scholarship information from their colleges and high schools through a data base called CASHE—College Aid Sources for Higher Education.

For 10 years Herm L. Davis, president of National College Services in Gaithersburg, Md., has been contracting with colleges and high schools to provide the service.

Colleges pay \$2,200 to \$3,000 a year for CASHE. Public-school districts typically pay a lower group rate of \$300 to \$600 for each school that gets the service.

In turn, the institutions offer the service to students free, or charge them a modest fee that covers the cost of computer time to gain access to a data base. The data base contains a list of 150,000 fellowships, grants, loans, scholarships, and work-study programs.

Mr. Davis says his service "gives kids resources that they might not know about."

Based on Interests

CASHE, he says, gives students information on scholarships based on their interests. After the students provide information about their grade-point averages, class rankings, career interests, and hobbies, the computer produces lists of scholarships and federal and state financial-aid programs.

For example, CASHE lists the

50 scholarships awarded by the National Association of Secondary School Principals and the Coca-Cola Scholars Foundation. Students who knit can win \$100 to \$1,000 from the National Make It Yourself With Wool Contest.

Mr. Davis says data bases like CASHE are needed because many students don't attend high schools where they get adequate financial-aid counseling. "Counselors are so busy dealing with social problems like drug abuse and teen-age pregnancy that college counseling is sometimes a luxury," he says.

## A Source of Advice

Mr. Davis was director of financial aid at Montgomery College for 15 years. As a community service, he would give free talks about financial aid to families. He soon became known locally as a good source of advice on financial aid and parents began paying him for guidance in 1978. Mr. Davis left the college in 1984 to go into business full time.

Many of his clients are middle-class parents whose children are not eligible for federal or need-based aid. To help his clients get some assistance, Mr. Davis started keeping a card file of scholarship programs. That proved unwieldy, so he transferred the information to a computer.

Colleges and universities began using Mr. Davis's services in 1982 because they were concerned about the number of

companies that were guaranteeing their students thousands of dollars in scholarships. "It's unethical to be charging that much for a scholarship listing," says John Kundel, director of student financial aid at Western Michigan University.

**Saving 'A Lot of Leg Work'**

About 2,500 students at Western Michigan have used the service every year since it was made available in 1988. Students use it because it saves time, Mr. Kundel says. "Many people don't want to take the time to go to the library," he says. "This saves a lot of leg work."

Mr. Kundel says some Western Michigan students have won scholarships by using the service.

Mr. Davis says CASHE cannot guarantee that a student will get a scholarship. Students, he says, should be wary of companies that "guarantee" results. "We can't control who gets the award," he adds.

Mr. Davis says that once CASHE gives students the information, they themselves must do the work to get the scholarships. They have to request applications and fill out the forms. Many students procrastinate when it comes to applying for aid, Mr. Davis says. The deadlines for many scholarship programs are in September and October, but students often wait until the spring to apply. By then it's too late.

—MICHAEL N. COLLISON

## State Authorities Move to Clamp Down on 'Scholarship-Search' Companies

Continued From Preceding Page

plained to the Georgia Office of Consumer Affairs that the American Scholarship Service had charged them \$99 to find them a scholarship. The state said it would charge \$99 to find them a scholarship. The state said it would charge \$99 to find them a scholarship.

State prosecutors say that the search services have managed to lure so many people because they claim to have a "secret" list of scholarships. They have a tendency to check for counselors and experts, and these people are holding them out as experts in the area where they need assistance.

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**"Too many of these bogus companies are preying on kids from low-income families who would have gotten Pell Grants and other assistance."**

to tell parents and students that provided financial assistance. Students had complained that the scholarship information the company provided did not match the interest or eligibility of the students. The company had a list of scholarships that had passed. Educational Services and College Financial aid are owned by the same people.

**Customized Scholarship List**

The Chronicle tried to talk to the owners of the businesses, but the American Scholarship Service evidently shut down and the owners of Educational Services and College Financial did not want messages left at their businesses.

Mr. Maroz, however, said that the company's computer was not working. "We take students' names and majors and create a customized scholarship list for each student," he said.

In addition, he said, his service does financial-aid planning for students.

**Several Investigations**

Mr. Maroz's company is one of several being investigated by attorneys general for allegedly misrepresenting the services they offer.

In March, nine students com-

Students

came they are so restrictive. Arthur Jackson, associate dean of student affairs at Eastern Connecticut State University, says, "Unless you're a Lithuanian brown-eyed farmer from Albania, you can't get many of these scholarships."

At the best of some donors, universities might require that students live in a certain county or attend a specific high school to qualify for awards. University officials sometimes try to contact scholarship donors or their heirs to find out the restrictions.

**Trying Anything**

Valerie Rains Hell, associate director of admissions at Oberlin College, says parents will try virtually anything to get money to pay for their children's college education.

"There is nothing like looking at the face of a disappointed child that you can't provide for. You have to tell that child, not only can't you go to the private university, you can't even go to the state university," Ms. Bell says.

Barbara Muir, a single mother from a suburb of St. Louis, says she was always on the lookout for scholarships for her daughter, Tracy, a freshman at the University of Missouri at St. Louis. Ms. Muir, an account executive for Citi Health,

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## Athletics

## Commission Calls for Increased Authority of College Presidents in Athletics Association

By DOUGLAS LEDERMAN

College presidents have more authority over the budget and direction of the National Collegiate Athletic Association if a proposal made last week by the NCAA president's commission wins approval at the association's annual convention in January.

At its meeting last week, its last before the August 15 deadline for proposing legislation to the convention—the commission also agreed to sponsor a measure to create a peer-review system for sports programs.

The panel's endorsement of the peer-review, or certification, program had been expected, since the commission had supported the concept since the NCAA's executive director, Richard D. Schultz, proposed it three years ago.

Less certain was what the commission would do to strengthen its role in the NCAA's governance process. The panel had appointed a committee chaired by Eamon M. Kelly, the president of Tulane University, to address that question, which had not been confronted since the commission was established in 1984.

**Seeking More Control**

The main objective of Mr. Kelly's committee was to find ways to give presidents more control over the NCAA's legislative process and to limit a much greater allotment of time and energy. The panel worked closely with the NCAA's executive committee, which is made up mostly of sports officials, chaired by Joseph N. Crowley, president of the University of Nevada at Reno, which was reviewing the association's legislative process.

Together they proposed a "joint policy board," combining the members of the executive committee of the presidents' commission

and the NCAA's administrative committee, which includes the association's top elected officials. The board would discuss and make recommendations on such matters as the association's budget, its legislative process, and the performance of its executive director. Subjects that traditionally have fallen outside the formal purview of the presidents.

The presidents' commission endorsed three other proposals from the Kelly and Crowley panels.

Any rules adopted on that day of the convention should be protected from revision for three years with a few caveats.

All legislation from colleges should be reviewed by an appropriate NCAA committee before being placed on the meeting's agenda.

Mr. Kelly's committee also said it would create a panel of sports officials to give the presidents' panel access to more advice from the NCAA's other constituents.

The recommendations "show that the role and responsibility of the presidents' commission to give guidance on major strategic and policy directions is broadly accepted by the membership," said Gregory M. O'Brien, chairman of the University of New Orleans, and chairman of the presidents' commission. "These proposals provide a vehicle for presidents to do that on an ongoing basis, but not to get caught in the myriad of specifics that they should not—need not—get involved in."

**A Driving Force**

Some college officials had hoped that the presidents' commission would go further in making itself the driving force in the NCAA, rather than an advisory body. Some

colleges they are so restrictive. Arthur Jackson, associate dean of student affairs at Eastern Connecticut State University, says, "Unless you're a Lithuanian brown-eyed farmer from Albania, you can't get many of these scholarships."

At the best of some donors, universities might require that students live in a certain county or attend a specific high school to qualify for awards. University officials sometimes try to contact scholarship donors or their heirs to find out the restrictions.

**Trying Anything**

Valerie Rains Hell, associate director of admissions at Oberlin College, says parents will try virtually anything to get money to pay for their children's college education.

"There is nothing like looking at the face of a disappointed child that you can't provide for. You have to tell that child, not only can't you go to the private university, you can't even go to the state university," Ms. Bell says.

Barbara Muir, a single mother from a suburb of St. Louis, says she was always on the lookout for scholarships for her daughter, Tracy, a freshman at the University of Missouri at St. Louis. Ms. Muir, an account executive for Citi Health,

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Enrollment in British higher education could reach a record high this fall. But the reason on many students will be taking in the campus might have less to do with pursuing a higher education than with avoiding unemployment.

College, however, may turn out to be only a respite from joblessness, as new figures confirm rising unemployment among university graduates. One in every 10 members of the class that graduated one year ago may now be unemployed, according to the Association of Graduate Careers Advisory Services.

Government figures show overall unemployment in Britain is about 8 per cent—a proportion that is expected to rise to about 10 per cent in the next few months. Norman Laout, Chancellor of Exchequer, recently said that Britain might now be where France was at the start of the 1980's, when unemployment hit a high of about 10 per cent—where it has remained.

"The percentage of graduate unemployment will be substantially higher than in 1990 and could reach double figures," said Tom Frank, chairman of the Association of Graduate Careers Advisory Services. Graduate unemployment is a measure of those who are registered as unemployed one year after receiving their degree.

The regular early-summer sweep of campuses by major companies has been scaled back significantly.

"Two years ago we were telling companies that we might be able to fit them in," said Chris Phillips, deputy director of Manchester University's careers service. "Now we are begging recruiters to come."

Job prospects are also dim for graduates in Australia.

This year, companies expect to hire only about half the number of graduates they took on two years ago, according to a report by a national employers' association.

The report said a survey of the recruiting plans of 200 companies across the country had found that employment opportunities for college graduates had fallen markedly over the past two years. The average company reported that it expected to recruit only 10 graduates this year, compared with 18 in 1991 and 19 the year before that.

The survey, which was conducted for the Australian Association of Graduate Employers, found evidence of the decline in recruiting in all industries and organizations. The sharpest drops were in the public sector and large companies.

The president of the association, Andrew Miles, said that even when the Australian economy recovered from the recession, it was unlikely that the labor market would be able to absorb the entire supply of new graduates, as had been the case in recent years. Job prospects for graduates will improve, he said, but they may not reach the levels of the 1980's for some time.

## International

### Monterey Institute Makes Language Fluency a Key Part of Its International Curriculum

Many required courses  
given in foreign tongues

By PETER MONAGHAN

MONTEREY, CAL. If finding a course on business practices in China in the catalogue of an American university seems a challenge, try finding one that is taught in Mandarin Chinese. Or a course on the government and politics of the Near East, taught in Arabic. Perhaps one on politics and literature of Francophone Africa, offered in French.

The Monterey Institute of International Studies would be pleased to assist in such a search, because it offers all those courses.

"This institute is doing what I believe is necessary in international education for this country," says Robert G. Gard, Jr., its president since 1987. The institute has comprehensively taken on a agenda that many colleges and universities are adopting piecemeal—providing in education that it hopes will reflect the changing nature of the economic, political, and cultural roles played by the United States in today's world.

The Monterey Institute offers master's degrees in international management, international policy studies, language studies, and translation and interpretation. It also has a small upper-division undergraduate program designed to prepare students for its graduate courses. All its programs are geared to the needs of students planning careers with an international dimension, whether in business, development, diplomacy, or other fields.

Language proficiency is a key ingredient of a Monterey Institute education. In keeping with a long history of total-immersion



Robert G. Gard, Jr. "We're the most international of the international programs."

language training here, students are required to take many courses in languages other than their own. They can choose from offerings in Arabic, Chinese, English, French, German, Italian, Japanese, Russian, and Spanish.

#### Fluency Required for Admission

"The idea that you can teach in a language other than English and still have it be serious" is all foreign to American graduate education, says Jon Strolle, dean of language studies here.

Just to get into a graduate program at the Monterey Institute, students must be fluent in at least one foreign language. Many speak three or four. Almost all have lived outside their own country—many of the Americans through junior year abroad programs or the Peace Corps. Foreign students, from 40 countries, make up about a third of the enrollment of 600.

"We're the most international of the international programs," says Mr. Gard, a retired general in the U.S. Army who, before coming to Monterey, directed the Bologna, Italy, campus of the Johns Hopkins University School of Advanced International Studies.

#### Business and Policy Studies

In contrast to traditional language instruction, which stresses literature and culture, the courses here support international business and policy studies. That emphasis is most obvious in the crash courses—mingling in duration from a few days to several months—that the institute offers to businessmen, journalists, and others going abroad to work.

Candidates for the master's degree in international management must complete a plan for an international business. The students work in small groups that typically have an international composition. One such group last semester, for example, included students from Germany, Japan, the Netherlands, and the United States, who between them spoke Chinese, Dutch, English, French, German, Japanese, and Spanish.

Although the language emphasis is a feature that many students say attracted them

Continued on Following Page

### Continuing Gap in Black Enrollments Found in South Africa

By LINDA VERGNANI

CAPETOWN South African universities have for several years determined their own admissions policies, and even the most conservative of the institutions now admit students of all races. But serious racial inequalities still exist in the country's higher-education system, with far fewer blacks entering universities than whites, a study has found.

Although whites account for only 13 per cent of South Africa's population, 51 per cent of the approximately 308,000 students enrolled in 1991 at the country's 17 universities were white, 36 per cent black African, and 13 per cent mixed-race, Asian, or Indian. Of the black Africans who did enter higher education, only 5 per cent enrolled in one of the 10 predominantly white residential universities.

The findings appear in a report on a study of South African higher education that was commissioned by the National Education Policy Investigation, a project designed to develop policy options for a

democratic, post-apartheid government. The project is run by the National Education Coordinating Committee, which represents the country's biggest non-racial academic and student associations.

#### 'Serious Structural Distortions'

The study was conducted by Ian Bunting, dean of social sciences and the humanities at the University of Cape Town. The findings, he said in an interview, reveal "serious structural distortions and inequalities" in South Africa's system. The report highlights issues—especially

broadening access to higher education—that will have to be dealt with by those responsible for developing new policies.

In the report, Mr. Bunting writes that the major cause of the inequalities in access "can be found in the socio-political circumstances of South Africa and, in particular, the unfavorable schooling offered to blacks." Other factors include economic inequalities and the language and admissions policies and requirements of the universities.

Copies of the report have been sent for comment to university officials and education experts in South Africa as well as abroad. They will have an opportunity to discuss the findings at a major international conference on transforming South Africa's universities to be held this week in Durban. Participants in the conference, which is being sponsored by the Union of Democratic University Staff Associations (UDUSA), will include representatives of the World Bank, the U.S. Agency for In-

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"Clearly the state has  
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## Enrollment Gap for Blacks Still Big in Universities of South Africa

Continued From Preceding Page  
international Development, and the Commonwealth Secretariat.  
Nico Cloete, general secretary of UDUSA and co-chairman of the National Education Policy Investigation postsecondary group, said the Bunting report was the first to analyze the "real differences" in

**All universities have had financial problems, but the squeeze "must have been harsher" at the black ones because of their rapid enrollment growth.**

financing for students in different universities, including state subsidies, tuition fees, and private funds.

"The importance of the report is that it has confronted the black and the white universities with the disparities," Mr. Cloete said. "And because it has caused a stir in the white liberal universities is because some of them interpret it to mean that if a new government

wants to equalize access, it will probably have to double the subsidies that the black universities get." Such an increase in the funds given to black universities would inevitably come at the expense of the other institutions.

John Samuel, head of the African National Congress's education department, said the "huge discrepancies" reported by Mr. Bunting reflected earlier findings, but it seemed to him that the university sector suffered "almost a paralysis" when it came to solutions. "Clearly the state has to intervene," he said, "but the kind of framework on how to address these inequalities will have to come from the university sector itself."

Mr. Samuel said that following this week's conference, the ANC would form a special commission to study short- and long-term higher-education policies for South Africa.

### ANC Suspends Negotiations

Such efforts to identify and develop public-policy options for a post-apartheid South Africa appear to be going forward despite the ANC's decision last week to suspend its power-sharing negotiations



Nico Cloete: The report "has confronted the black and the white universities with the disparities."

Ian Bunting: The few blacks able to go on to higher education "face further inequalities within the system."

with the government following a massacre in a black township in which the police were implicated.

Mr. Bunting said that while all of South Africa's universities have financial problems because of a decline in government financing, the squeeze "must have been harsher" at the historically black residential institutions because of

the rapid growth in enrollments there.

According to the report, in the five-year period ending in 1990, the enrollment of full-time-equivalent students at historically black institutions increased by 13 percent, while average government financing per student on those campuses increased by 4 percent. At the predominantly white universities, the number of full-time equivalent students increased 3 percent and average government financing per student increased 11 percent.

The report says 35 of every 1,000 whites in South Africa were enrolled at a university in 1991. The figure for Asians and Indians was 23; for blacks, 6; and for those of mixed racial background, 7.

### Dropout Rate Cited

Mr. Bunting said he had been unable to get census and university statistics for the four nominally independent homelands of Bophuthatwana, Ciskei, Transkei, and Venda. He said the racial discrepancies might be even more marked if the large homeland populations were taken into account.

The report attributes the racial differences in university enrollment to the dropout rate from South African schools.

Mr. Bunting said that of a typical group of 100 whites entering school, about 80 could be expected to reach the final year of school and 20 to enroll at universities. Of 100 blacks starting school, only 20 would reach the final year of school and just 3 could be expected to go on to universities.

Many of the blacks who go on to higher education are unable to pursue their studies at a residential institution. Of the 88,000 blacks registered as university students in

1989, 83 per cent were enrolled in one of the country's two institutions specializing in education, training and part-time education—the University of South Africa and Vista University. "Fewer than 15,000 black students were in the year registered at other residential institutions," the report says.

The few blacks able to go on to higher education, said Mr. Bunting, "face further inequalities within the university system." He said if it were assumed that the 10 predominantly white residential universities were "favored" by the state and future employment, a minority here say is the case. "The blacks have clearly been placed at a serious disadvantage," he added. "Only 5 per cent of black students were registered at these 10 universities in 1989, compared to 66 per cent of white students."

Mr. Bunting said that many black applicants had not been able to afford the tuition at the residential universities. In addition, he said, the use of Afrikaans as the sole or primary language of instruction at 6 of the 10 predominantly white residential universities "has effectively closed off these universities to the majority of black school leavers."

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## International

## Bill to Broaden Tax on Foreign Students Vexes Colleges

By SCOTT JASCHIK

WASHINGTON  
Higher-education officials are afraid that proposed legislation in Congress could discourage some of the most talented foreign students from enrolling at American colleges and universities.

The bill would alter a 1989 ruling by the Internal Revenue Service that foreign students must pay U.S. income tax only on money they receive from American sources. Instead, the bill would tax the students on money they received to study in the United States.

That would mean that about 35,000 foreign students who receive funds from their governments, foreign private donors, or international organizations would be subject to income tax. The bill also would require that the income computation for scholarship students, those who win funds are considered to be among the highest foreign students at American institutions. And because the institutions do not need to provide their own scholarship money, they would receive such students for free.

Push From Foundations  
The Treasury Department considered revoking the 1989 ruling last year, but held off to see what Congress would do, and because of opposition from colleges. Foundations have been pressing the department to change the ruling because it requires foreign students who receive money from American foundations for study abroad to

pay income tax even if they never come to the United States.

Several American foundations, for example, provide funds to black students in South Africa for study there and must withhold taxes from the awards.

While the legislation has not yet been approved at the committee level, educators take it seriously because of the Treasury Department's interest in the issue and because the sponsor of the bill is Rep. Dan Rostenkowski, an Illinois Democrat who is chairman of the House Ways and Means Committee. The panel has scheduled hearings on the bill July 21-22.

The bill would make numerous changes in the tax treatment of foreigners and foreign income and was not drafted solely to deal with international students. The bill would also change the tax treatment of the taxes on American foundation grants for foreign students studying abroad.

Supporters of the bill say it would be better than just having the Treasury Department revoke the 1989 ruling because the legislation would also give foreign students standard deductions that are not now allowed, thus lowering the amount of tax they would have to pay.

Hut Nansen Peterson, executive secretary of the Liaison Group for International Education, an exchange, says the tax would still discourage foreign governments or donors from giving students money for study in the United States because the groups providing the money would still have to withhold

taxes and fill out American tax forms.

"Foreign sponsors will not be bothered with this. They'll just say, 'Let's send our students to Great Britain and forget about this,'" Mr. Peterson says.

### Private Criticism

American foundations are supporting the part of the Rostenkowski bill that would end taxation on their grants to foreign students for study abroad. Among those working in behalf of the bill—as it would affect their grants to foreign students—are the Council on Foundations and the Ford, John Simon Guggenheim Memorial, John D. and Catherine T. MacArthur, and Rockefeller Foundations.

Privately, some college officials have criticized the foundations for encouraging the legislation even though it could hurt American higher education.

Foundation officials say that they would be happy to keep the current tax law on support for foreign students studying in America provided that the foundations could stop withholding tax on their grants to foreign students who do not study in the United States.

Nancy Thomas A. Troyer, a Washington lawyer representing several foundations on the issue, says she is supporting the part of the bill that applies to grants by U.S. foundations, but we're going to make it clear that we are not in support of any effort to cut back on relief for U.S. colleges and universities.

## INTERNATIONAL NOTES

### Serbian government threatens Belgrade U. over student strike

### Student faces treason charge as Nigeria crackdown continues

The rector of the University of Belgrade, Rajko Vracar, came under intense pressure last week for supporting a two-week-old strike by students protesting against the government of Serbian President Slobodan Milosevic.

The Serbian government, saying the rector and his advisers had seriously violated the university's autonomy by failing to end the strike, threatened to revoke the institution's charter.

The threat came as student anti-government protests spread to other Serbian universities—Belgrade, Novi Sad, and Kragujevac.

Mr. Vracar told journalists that any government action against his university would constitute "a misuse of authority."

The rector also said that coverage of the student protests by the government-controlled television had been designed to stir up hostility toward the university.

The Belgrade students have received widespread support from intellectuals and opposition politicians. Bishop Atanasije Jevic of the Orthodox Church even joined the strike and blessed the demonstrators.

The demonstrations, which have been called by several opposition parties, are likely to draw large numbers of students from the United Nations economic sanctions are beginning to take effect, causing prices to spiral as goods disappear from the store shelves.

—JUSKO OUDER

A Nigerian student leader has been arrested and charged with treason, as the country's military government continued its crackdown on pro-democracy groups.

Olusegun Magoon, president of the banned National Association of Nigerian Students, was one of five people arraigned on treason charges, according to Blaise Nowogrod, Africa Director of the New York-based Lawyers Committee for Human Rights.

The protest began when almost 5,000 students took over the university two weeks ago to demand Mr. Milosevic's resignation and

School of Appropriate Technology.  
The treason charges constitute "the most severe crackdown that the government has made on the human-rights community to date," Ms. Nowogrod said. The action followed the arrest of at least two student leaders during a raid on the University of Lagos campus.

In late May, about half the nation's two dozen universities were shut down as a result of student protests or as a "pre-emptive action" by the government, according to Oasee Laure Eshonwa, Acting National Secretary of the Civil Liberties Organization of Nigeria (The Chronicle, May 27).

Mr. Eshonwa predicted that President Ibrahim Babangida's creation of a new security unit armed with "emergency powers" would lead to "encroachments on academic freedom." Although the action is aimed primarily at Christian-Muslim strife in northern Nigeria, President Babangida said his concern about campus conflict also had been a factor in his decision. In a nationally broadcast speech, the president said the new unit, known as the National Guard, would use "all means" to combat "communal and industrial unrest, the students' crisis, and the general outbreak of the civil unrest" afflicting Nigeria.

—STEVE ASKIN

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